
Curriculum Reform in the Context of Massification in China

----A Case Study of BIPT, Foreign Language Department

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Abstract

As early as 1971, the collection of papers which make up the book *Knowledge and Control* (Young, 1971) had a remarkable impact on an enormous numbers of teachers and students of education in the 10 years or more after its appearance (David Halpin, 1990). Moreover, *Knowledge and Control* played a crucial role in encouraging a wave of innovative and analytical thinking about the school curriculum (Whitty & Young, 1976; Young and Whitty, 1977).

Nowadays, curriculum is undertaking numerous changes while the significance to research into the curriculum reform has been lifted to the academic schedule. Mary Henkel (2000) believed, “English was a fragmented discipline, which gave individuals relatively unrestricted space in which to carve out their own identities” (p.198-9). The aim of this master thesis is to explore the general curriculum change in the English majors of Chinese higher education institutions in the recent years and the main causes.

The context includes study of policy change on the English majors curriculum reform at the national level, national syllabus for English majors, specific institutional curriculum guideline, English major coursework and field work. My intention is through the case study of BIPT, popularize the result to the situation of English major study in China. After reading through the thesis, readers might have a general impression on how is the situation of English learning in the field of higher education.

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1. Introduction

1.1 General conditions of higher education

Consulting Britannica Concise Encyclopedia for the definition of “Higher Education”, I get the following explanation: Higher Education is the study beyond the level of secondary education. Institutions of higher education include not only colleges and universities but also professional schools in such fields as law, theology, medicine, business, music, and art. They also include teacher-training schools, community colleges, and institutes of technology. At the end of a prescribed course of study, a degree, diploma, or certificate is awarded.

Ronald Barnett (1990) also contributes to the definition of higher education, “The learning that goes on in higher education justifies the label ‘higher’ precisely because it refers to a state of mind over and above conventional recipe or factual learning. Learning is necessary; but it is not part of what is meant by higher education. What counts for the sake of higher education is the student’s ability to understand what is learned or what is done, to conceptualize it, to grasp it under different aspects, and to take up critical stances in relation to it” (p. 149-50).

Obviously, the overwhelming spread of higher education in the worldwide becomes an unconvertible trend under the context of knowledge economy boom, destined to catch eyes from scholars all over the world. If we search back the time when the widespread system of higher education first emerge, it is widely acknowledged around 17th century in U.S.A. and 18th century in Europe.

Since the end of World War II, higher education has developed in various ways. Throughout the world, issues such as college autonomy and accountability, the impact of modern technology, the growing role of markets and the emerging trend of privatization of higher education, the role of research and teaching, various efforts towards curriculum reform, and the massive expansion of higher education that has characterized higher education systems

in most countries, have all played important roles in the developing course of higher education.

1.2 Chinese higher education

“Traditional Chinese Higher Institution can be traced back as early as the Eastern Zhou Dynasty (771-221 B.C.). By the Tang Dynasty (618-907 A.D.) there was a whole range of higher institutions, headed by the Guo Zi Xue (School for the sons of the Emperor) and Tai Xue (often translated university) which took major classical texts of the Confucian School as their curricular content. There were also professional schools for law, medicine, mathematics, literature, calligraphy and Daoist studies. In the late Song Dynasty (960-1279 A.D.), the Confucian classics were reordered to form a knowledge system that had to be mastered by all who aspire to becoming scholar-officials in the imperial civil service” (Hayhoe, 1989, p.54).

Besides the above mentioned, the famous Hanlin Academy, established during the Tang Dynasty, was once headed by the chancellor Shen Kuo (1031-1095), a famous Chinese scientist, inventor, mathematician and statesman. It has won the same reputation and prestige in the world together with notable institutions, such as University of Bologna (1088), University of Oxford (1067), University of Cambridge (1209), etc.

“China is now a scientific power next in strength to India in the Third World and in 15th place among all countries whose scientists publish in world recognized scientific journals...This position, reached mainly as a result of the reforms in the higher education and scientific research systems that were initiated in 1978, could be seen as the fulfillment of hopes among the Chinese intellectual community that go back over a century” (Hayhoe and Zhong, 1995, p. 125).

Chinese higher education has been developing since thousand years ago and until the recent decade, in the year of 1998 the enrollment reached the number of 1.08 million, while in short five years, the number rose sharply to 3.82 million. The size of enrollment in higher

education exploded more than three-fold in the five-year period from 1998 to 2003. Using five years to fulfill the goal of massification, which commonly took European countries and America decades to accomplish, China has already attracted scholars' attentions from all over the world, accompanied by the tremendous social and economic changes which taking place with a fast annual GDP growth of 8%. One of the most critical factors is attributed to the "Open Door Policy" put forward by Mr. Deng Xiao Ping, a great Chinese leader and chief architect of Chinese Reform in 1978. Quote from his speech: Education should be geared towards modernization, the world, and the future. (Wang, 2004)

1.3 The purpose of my study

In my thesis I resolved to discover the potential changes of Chinese higher education, focusing on the curriculum reform. However, constrained by individual ability, it is not possible for me to conduct a nationwide research and explore the curriculum reforms in different disciplines. Yet what I could do, as a master student, is to look into a specific institute and study a specific discipline, which is possible to fulfill the intention

Thousands of higher education institutions (HEIs), public or private, traditional or modern, small-sized or large-sized, civic or suburban, are operating prosperously in the current China, with more than 2000 disciplines officially granted to be opened. It is not an easy task for me to choose "the one" to do my field work. After a pilot research and constant comparison and contrast, finally my mother institute, Beijing Institute of Petro-chemical Technology (BIPT), English major is decided.

The choice to do research on English major in BIPT was originated from an inspiration of an accidental chat with Meng Xuan, a current senior student of English major. She recalled four-year college life and courses which have been taken; as a former graduate of English major student, I immediately sensed the differences and changes in the curriculum setting. Then I started to think about it and felt it was quite an interesting topic to do my master thesis research which hasn't been done by other students so far. Then I searched on the Internet and tried to look for some information concerning English learning, the source was quite complete and rich.

BIPT, with a comparatively short history, founded in the same year when “Open Door Policy” was carried out, can not be compared with Beijing University, Shanghai Fudan University, etc., but there is an old Chinese saying, “A sparrow may be small but it has all the vital organs as other animals do. Small but complete”. Besides, having access to the first hand information and documents is more practical in BIPT than other universities.

English learning hasn’t had a long history in China because it was once a conventionally self-protected Asian country, thousands of miles away from European and American continents. With five-thousand-year history back, civilians had become so proud and arrogant that they were reluctant to accept new things. However, things have completely changed since 1978. In nowadays China, not only young people, but the middle-aged are voluntarily participating in the English learning.

Based on the above reasons, I set my research on curriculum reform in the field of English learning. My research questions are: **What are the main changes in the field of curriculum in the Foreign Language Department of BIPT? What are the main causes influencing the curriculum change?**

Two approaches are employed: quantitative research method and qualitative research method. On the one hand, I study Ministry of Education (MoE) official website, the official website for English majors of HEIs in China and some reports, journals published domestically to collect statistics and relevant policy guidelines; on the other hand, I conduct my empirical research in the Foreign Language Department by interviewing department leader, teaching staff and student representatives to get their opinion on curriculum reform, as a case study supporting my theoretical part.

1.4 Limitations

One of the limitations of the study is that some resources collected, especially the national curriculum policies and national curriculum syllabus are written in Chinese. It takes me time and effort to translate them into English, at the same time trying hard to keep its originality and ideology.

The secondary source of reference is borrowed from the former thesis of alumni. Although their work has a different point of emphasis, yet it is still useful for my own thesis, but limited to a very small scale.

Of course, deficiencies can not be avoided on the account of a limited individual ability. Although the data appeared in the thesis is mainly collected from the official websites and journals, there still might exist differences from the reality, for example, the actual numbers may exceed the numbers appeared in the thesis. Besides, there are still some points missing in the interview transcription, though I try my best to do it immediately after the interviews. The interviews of student representatives are to some extent dominated by the seniors, therefore, their opinions are transcribed more than others. Moreover, a lot of my own ideas and interpretation presented in the thesis, may appear subjective and biased. Last, English is not my mother language, therefore, sometimes it is quite natural for me to write something in English but think in Chinese, in that case, readers might find it difficult to understand. I have tried my best to eschew or at least reduce such circumstances as few as possible.

1.5 Outline of the thesis

As is clearly stated in the title of the thesis, it is a case study. Institutes themselves vary greatly from one to another, therefore, no agreed results could be concurred. That's why in common sense, the research results of the case study can not be used to interpret other institutes; needless to say neither the whole situation in China. However, English learning is a pretty new subject with a comparatively short history compared to other subjects. Institutes have a different time of introducing English as a major in its own institutions, yet under the guidance of national policy and national syllabus, English majors are oriented towards the same direction with developing institutes' own characteristics. I hope my thesis can present readers a general framework of English learning in China, BIPT's curriculum change in the recent three decades as well as predict curriculum future trend.

This is the first introduction chapter. In the next chapter, a theoretical framework of the curriculum will be demonstrated; in Chapter 3, the context of Chinese higher education will be explained in details, its massification, curriculum policy, national syllabus, etc.; Chapter 4

mainly deals with data and method, a case study is introduced; Chapter 5 reveals all the research results; the last chapter summaries the previous chapters with conclusion.

2. A Theoretical Exploration on Curriculum Construction

2.1 Definition of curriculum

In the early 1960s it was widely assumed that large-scale expansion of student numbers would be accompanied by a growth of more general forms of higher education (Peter Scott 1995, p. 55).

Expressed by Mary Henkel (2000), “The idea of higher education as an incontestable good, which serendipitously met the economic as well as the social and cultural needs of society (Boys *et al.* 1988) had come under increasingly strong challenge from the late 1970s. Higher education was now called upon to justify itself, and primarily in terms of its visible contribution to the economy” (p. 218).

If we look up in the Wikipedia, it defines the curriculum as follows: In formal education, a curriculum (plural curricula) is the set of courses, and their content, offered at a school or university.

Another online resource bluntly explains curriculum as a series of planned instruction that is coordinated and articulated in a manner designed to result in the achievement by students of specific knowledge and skills and the application of this knowledge.

The idea of curriculum is hardly new but the way we understand and theorize it has altered over the years and there remains considerable dispute as to meaning (Smith, 1996, 2000). If we track back the origin of the idea of curriculum, it has its origins in Greece. “It was, literally, a course,” expressed by Smith (1996, 2000), “In Latin curriculum was a racing chariot; *curre* was to run.” The curriculum at that time means the course of deeds and experiences through which children grow and mature in becoming adults.

Another useful definition of curriculum offered by John Kerr and taken up by Vic Kelly in his standard work on the subject is as, “All the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school” (quoted in Kelly 1983: 10; see also, Kelly 1999).

Quoting several definitions of curriculum, I would like to express my humble understanding of what curriculum is. Curriculum, in a broad sense encompasses two parts: numerous courses from which students choose to learn; and learning program, which denotes process of teaching and learning, appraisal systems prepared for different disciplines. These two parts are cruxes and main clues through the rest of my writing.

Smith (1996, 2000) continues to look at four ways of approaching curriculum theory and practice:

- 1) Curriculum as a body of knowledge to be transmitted.
- 2) Curriculum as an attempt to achieve certain ends in students - product.
- 3) Curriculum as process.
- 4) Curriculum as praxis.

I consent to his theories to a large extent, however, compared with what has been proposed by Joan S. Stark and Lisa R. Lattuca (1997), their category of curriculum is still more complete, accurate and precise. They define the curriculum into the following eight elements with my own interpretation of each part:

- 1) Purpose: To answer question why the course has been designed to teach.
- 2) Content: To answer the question what to be taught. The learning process is embedded.
- 3) Sequence: To answer the question how to teach. All the subjects with different levels of courses are arranged in a sequence to ensure steady progress will be made.
- 4) Learner: To answer the question whom to teach, the participator, the object of teaching, an inseparable part in the learning process.
- 5) Instructional Processes: An instructional action usually performed by teachers to ascertain the learning process goes well.
- 6) Instructional Resources: All the existing “software” and “hardware” resources used to assist teaching and learning process.

- 7) Evaluation: To answer the question how the result of teaching and learning. One of the measures adopted to check if proper knowledge has been delivered and certain skills have been handed-over.
- 8) Adjustment: This is the part to end the previous round of seven steps as well as the beginning to mark the next round of circulation. Necessary amendments and revision have been made here to make sure better performances are expected from both teachers and students in the future.

In the following text, I will use Stark and Lattuca's eight elements as a category to further discuss curriculum.

2.2 Further theoretical exploration of curriculum

2.2.1 Content of curriculum

Many people mistakenly equate a curriculum with a syllabus. Basically syllabus means a concise statement or table of the heads of a discourse, the contents of a treatise, the subjects of a series of lectures (Smith, 1996, 2000). Syllabus is more associated with examinations and points missing in the syllabus compared with curriculum are the relative importance of its topics or the order, sequence defined by Stark and Lattuca (1997), in which discourses are studied.

Curriculum is a body of knowledge-content and/or subjects. Education in this sense, is the process by which these are transmitted or 'delivered' to students by the most effective methods that can be devised (Blenkin et al, 1992, p. 23).

What Peter Scott (1995) contributes, in his work is a discussion about difference between the elite university curriculum and mass higher education curriculum. He concluded, "An elite university curriculum centered on knowledge or high-grade professional skills (generally defined in terms of their constituent knowledge), structured round the honors degree and, in the best cases, embodying a critical and problematizing ethic; and a mass higher education curriculum has been permeated by vocationalism, even in elite institutions" (p. 162).

2.2.2 Learner and instructional process

Curriculum is an interaction of teachers, students and knowledge. In other words, curriculum actually is what happens in the classroom and what people do to prepare and evaluate. Students are the main body of “learner”, whose number is drastically rising due to the worldwide phenomenon of massification. On this point, Mary Henkel (2000) contributes, “It is widely understood, however, that the challenges to academics were not simply a matter of numbers. They included changes in the characteristics of student populations. The range of abilities, and even more the range of age, expectations and motivations had widened. Not surprisingly the difficulties these presented were felt to be greater, and in some cases markedly greater, in the less prestigious institutions” (p. 214).

Learners with different knowledge level, different background, different motivations and expectations enter into the higher learning institutes, which bring challenges to the process of teaching.

According to Carroll (1963) “quality of instruction” is one of the preconditions for an optimal learning environment. The term “instruction” refers to the entire course set-up with the lecturer as one of the factors (Jansen, 2004). Good instruction comprises four functions, namely orientation, practice, supervision and feedback (Rosenshine and Stevens 1986; Smuling et al. 1990; Pilot et al. 1992; Entwistle 1993; Kuh et al. 1997; Scheerens and Bosker 1997). A beautiful example of research on aspect of effective teaching behavior in relation to achievement is Feldman’s study (1989). As Perry (1997) argues effective teaching produces also other desirable educational outcomes than achievement, like student affect and motivation.

Traditional teacher-centered instructional process is still heard from Paul Ramsden. In his book on teaching in higher education (Ramsden 1992), he holds the position for many traditional teaching methods, argued that:

The reader will now I hope be able to see one step ahead in the argument and confront the inevitable truth that many popular methods, such as the traditional lecture-tutorial-discussion-laboratory-class method of teaching science and social science courses, do not emerge from this analytical process unscathed. In fact, not to put too fine a point on

it, many teaching methods in higher education would seem, in terms of our theory, to be actually detrimental to the quality of student learning.

(Ramsden 1992: 152)

However, more and more educational scholars, Mary Henkel (2000) as an example, standing in the opposite stance, “We are striving to develop a range of more complex curricula that as intellectually driven as they were, but also fitness for purpose, key generic learning skills increasingly, by diverse manners, factored into curriculum development and the delivery process. The development of skills such as team work and oral communication was increasingly incorporated into the process of teaching and learning and found to be educationally valuable, as academics sought new ways of managing large numbers” (p. 220).

Peter Scott (1995) has the similar contribution, “It can even be argued that the greater social openness of the mass university encourages academic closure. In order to encourage wider access, and to provide for the needs of new kinds of student, a systems approach has to be developed. Those serendipitous connections possible within more traditional, and less systematic, course structures, which stimulate lateral and creative thinking, become more difficult. The complex apparatus of mass access-modular degree schemes, credit systems, accreditation of prior learning, special access programs, work-based and distance learning-increases the pressure for much tighter control over the structure of academic programs, within and between units/modules, more explicit descriptions of aims and objectives, and a more prescriptive quality assurance (and assessment) regime” (p. 161).

2.2.3 Evaluation

According to Fenno (2002), assessment in higher education is the need to evaluate student learning and the effectiveness of teaching methods and the programs offered. Assessment allows faculty to determine what, and how well, students are learning. Assessment also allows faculty to fine tune teaching methods. Finally, assessment allows department or division heads to evaluate the effectiveness of entire programs.

The importance of the mechanism of supervision and feedback to improve academic performance is particularly emphasized by several authors (Buis 1978; Mettes and Pilot

1980; Been 1981, 1992; Roosink 1990). It is obvious that any type of testing can play an important role in achievement. The quality of the test or test-items is one of the first points of interests (see, for example, Cohen-Schotanus 1994). Test can address more or less at a deep information approach or at a surface approach (Jansen, 2004).

Evaluation have become more diversified, namely, classroom evaluation, program evaluation, student evaluation, teacher evaluation, self-evaluation, national evaluation, etc., accompanied by different types of evaluation form, oral test, written test, presentation, questionnaire, and so on. With the progress of massification, different types of evaluation will more and more play the role of a sieve to ensure the quality of higher education.

2.3 Socio-economic background aspect

2.3.1 Global trend-elite to mass higher education

Having explored some earlier theoretical researches on different aspects of curriculum, it's time to set the curriculum into the frame of big social background. As early as 1970, American scholar Martin Trow pointed out the famous three phases of the development of higher education after he summarized the development of mass higher education in developed countries. Elite Higher Education is the student enrolling less than 15% of age group or cohort. Mass Higher Education enrolls between 15% and 50% of age group while Universal Higher Education more than 50%. His three-phase theory is widely accepted by countries all over the world. Nowadays, 15% is regarded as the quantity criteria for Mass Higher Education.

Searching from a historical as well as contemporary perspective, the following reasons might be referred to as the overwhelming development of massive education. Firstly, people seek fairness in society. Expressed by Peter Scott (1995), this includes, "In the past higher education was seen as an investment good, even if that investment was in extending democratic opportunities as well as promoting economic efficiency" (p. 101). Nevertheless, higher education was acknowledged to be a public responsibility, "Everyone would benefit

from investment in higher education in the long run, not only those who participated directly” (ibid, p. 101).

Secondly, the society is tremendously influenced by the theory of capital of manual labor put forward by American economist Theodore W. Schultz¹ in 1959. The theory reveals the power of education on promotion societal material development and makes people believe it is the best to put investment in manual labor. Since 1960s, governments of all the countries begin to increase investment in higher education.

Thirdly, demand from the development of knowledge economy. Knowledge becomes the most important factor in economy increasing. After 1970s, in America 90% new arising positions need certain extent of higher education. Someone even asserts that mass higher education is a natural choice to welcome knowledge economy.

2.3.2 Chinese socio-economic background change

The development of curriculum is usually associated with socio-economic background. Those who have ever attended the course of philosophy wouldn't forget one theory: economy decides everything. The gross enrolment ratios for tertiary education in regions outside the developed world ranged from 16 per cent to 4 per cent (UNESCO, 1999).

The previous Chinese economy model in the early 1950s to 1970s, learnt from Soviet Union, was highly centralized, this historical period so called “Planned Economy Era”, which by definitions of the government taking responsibility of making plans for a series of production, allocation and consumption. Most resources are state-owned, and the government, in charge of resource allocation without considering any influence from the market, mainly concerned three basic economic questions: What to produce? How to

¹ Theodore W. Schultz (1902-1998), American economist, was awarded Nobel Laureate in Economics, shared with W. Arthur Lewis in 1979 for their pioneering research into the economic development research with particular consideration of the problems of developing countries. Major works: *Human Wealth and Economic Growth* (1959), *Investment in Human Capital* (1961), *Investment in Human Capital: The role of education and of research* (1971), etc.

produce? Produce for whom? So was it the situation in higher education learning. Before 1999, “elite education” endows limited number of students, around 2%-4%, strictly selected from student cohort and admitted to further education in the HEIs with total free of charge. Government is taking care from the very beginning of student’s recruitment, training to the very end of graduation and job assignment.

However, since the execution of “Open Door Policy” in the 1970s, the traditional highly centralized economy model in China is gradually losing its position while “economic boom” is demonstrating its potential power in society, with roughly annual GDP growth of 8%. As China established a socialist market economy system and deepened the reforms of various undertakings, the higher education system reform has become the crux of various reforms in higher education.

2.4 Higher education sector

Curriculum is also related with higher education sector. Lawton’s work is a notable case in point. His long-standing advocacy (1975, 1983) of a national common core curriculum is well known. While sometimes lacking in social theoretical sophistication, Lawton’s curriculum prescriptions derive from a commitment, shared by many sociologists of education, to pursue equal opportunities through schooling. Significantly, Lawton’s suggestions have also been refined to take into account the demands of the National Curriculum (1989). (David, 1990)

2.5 Summary

Reflecting back to Stark and Lattuca (1997), their definition of curriculum includes eight elements: purpose (motivation), content, sequence, learner, instructional process, instructional resources, evaluation and adjustment. I have discussed some of the elements at the theoretical level to ensure a clear mind about curriculum theory and framework.

As an old saying, nothing is permanent, so is the case with curriculum. Curriculum reform is regarded as a systematic but complicated program in educational academy. Gone forever are the times when curriculum reform was limited to a single aspect, mainly the overhauling of textbooks. People are increasingly aware of the important relationship in which various elements relevant with curriculum reform interact with and restrict each other.

Peter Scott (1995) revealed, “Massification is not so much the product of the ‘internal’ dynamics of the system, of its autonomous self-development, as of ‘external’ influences. These influences are ‘external’ in two different senses. Some represent grander socio-economic change (although mass systems are themselves principal agencies of change). Others are ‘external’ to the ‘public’ world of higher education, the arena of policy-making, because they are generated within the ‘private’ world of disciplines, of knowledge and its applications” (p. 9).

Doll (2003) expressed, “Curriculum construction is more like an open, interactive, communal conversation.” Chin & Benne (1969) and Havelock (1975) have developed different models and strategies for change which can be applied to the study of the nature and genesis of ideas for curriculum reform. Doly & Ponder (1977) and Brown & McIntyre (1978), help us to appreciate better the extent to which teachers’ responses to curriculum innovations are governed far more by practical considerations (which they argue are constitutive of a distinctive ‘practicality ethic’) than any longer-term curriculum concerns or political commitment.

Just as Freedman said, “The demands for curriculum today are not to create programs that mirror society solely, but rather to generate programs that allow individuals to participate in the continual shaping of society” (Freedman, 1998).

3. The Context of Chinese Higher Education

3.1 The fast development of Chinese higher education

Nowadays, the ability of a society to produce, select, adapt, commercialize, and use knowledge is critical for sustained economic growth and improved living standards. Knowledge has become the most important factor in economic development (World Bank, 2002). As is outlined in the OECD project, HEIs have the role to provide education in a life-long learning perspective, undertake research both basic and applied, promote innovation and engage in knowledge transfer to enterprises, partner with their economic environment to increase employability of graduates as well as contribute to an attractive regional environment to retain and attract highly skilled labor force (OECD 2007: 9; European Council 2002: 2).

China, as a leading representative of the newly rising economy, has been experiencing transformation in the mode of economy and implementing policy of “massification” to widen higher education access to the public, especially college-age students in the recent two decades.

Since the foundation of People’s Republic of China, higher education has experienced three steps. From the year of 1949 to 1991 is the first step which is called “limited developing strategy”. Development during this period is contradictory with the original educational theory so it was pressured down by administrative measures.

The second step lasts from 1992 to 1998. During the first several years, Chinese government pays high attention to the stability of the higher education. Once there is a rapid growth in the year 1992 and 1993 but in consideration of money and employment, the enrollment is reduced 2.6% in 1995. And then follows a slow growth until 1998. Around 1998 or so, government starts to think from a different angle, abandons the traditional out-dated idea and resolves to speed up the development of higher education.

The last step is from 1999 till now, called active development strategy. Higher education begins to enroll students on a large scale. 3.2 million students enter the college entrance examinations in 1998 and 1.08 million students are accepted. In 1999, the number of enrolled students doubles to 2.8 million. From then on, enrollment in higher education in China continues to expand. From 1999 to 2002, the enrollment increased to 3.2 million. In 2003, the total enrollment in ordinary schools of higher learning throughout China was 3.82 million, 62,000 more than the previous year. Schools of higher learning and research institutes enrolled 269,000 post-graduate students, 66,000 more than the previous year. In 2004, the whole scale of enrollment of post-graduate students is further enlarged, the planned enrollment being 330,000, an increase of 22.7 percent from 2003 (data from the official governmental website). Nobody could deny the fact that China has stepped into the second phase--mass higher education period.

3.1.1 Chinese government function change

During the process of mass education, Chinese government has been gradually changing the role which used to play in the early times. The old system that the government was responsible for the establishment of all HEIs has been broken, and a new system in which the government takes main responsibility with the active participation of society and individuals has been taking shape. The development of HEIs run by social forces are fully encouraged and supported. Along with the structural reform of higher education, many other aspects take place at the same time, such as the reform of financing system, pooling resources from diverse channels with the main responsibilities on government gradually taking place of funding solely on the government. Also, it has taken a big step forward in the reform of the recruitment and employment systems of college graduates. In 1997, all the institutions of higher learning in China carried out the "combination of two categories" reform, that is, the recruited students were no longer divided into two categories—state planning and the regulatory planning—but all belonged to the latter and had to pay tuition fees. In respect of the employment of recent college graduates, with the improvement of the labor and personnel systems, the work units and schools meet to coordinate supply and demand, and exercise a "two-way choice", wherein work units may select their own employees and graduates may choose their employers.

Targeted at the problem of over management on education before, the *Outline for Educational Reform and Development* promulgated by the State Council and the Central Committee of CPC² has identified clearly the direction and methodologies for the reform. After several years' endeavor, the structural reform of higher education has gained heartening achievements. Governments need to develop a new role as supervisors of higher education, rather than directors. They should concentrate on establishing the parameters within which success can be achieved, while allowing specific solutions to emerge from the creativity of higher education professionals (World Bank/UNESCO, 2000).

Van Vught (1989) describes markets as “basically different” from government regulation, where “government tries to be in charge” (p.22). Quoting Clark (1983, p.30), he says, “The market form...is a type of interaction in which, in pure form, no one is in charge and matters are disaggregated.” The question is whether the market mechanism ‘invisible hand’ (Adam Smith, 1778) can effectively replace the so-called ‘rationalist’ steering of government regulation.

Long history of experience shows tight control and prevents resource diversion, but at the cost of efficiency; steering from a distance would stimulate innovation and reduce the transaction costs but at the cost of control market fails to reach an efficient allocation of goods and services. The invisible hand of the market still needs to be assisted by the visible hand of regulations (Jongbloed, 2004).

Retaining the ‘light touch’ character of governmental involvement, performance-based steering supplements market forces with persuasion and discretionary rewards and punishments designed to nudge universities in directions judged to be in the public interest and protect universities’ autonomy while helping them balance public values with private market forces (Massy, 2003).

² CPC: Communist Party of China

3.1.2 Problems during massification

The Chinese government drafted *Education Development Action Plan for 21st century* in 1999, clearly setting the goal of 15% as higher education gross enrollment rate by 2010, however, the reality is by 2002, the goal has already been reached, amazingly eight years in advance. According to CCTV³, the gross enrollment rate of Chinese higher education reached 22% in 2006. In a single year 2006, 7.24 million Chinese students enter the HEIs; by the end of 2006, there are total 25 million college students in China and the number of postgraduate students breaks 1,100,000 for the first time in 2006, a 12.88% growth from 2005. In terms of HEIs, there are more than 4,500 HEIs in China, including universities, colleges, institutes and vocational colleges (The ICEF China Event Report 2007). Access is widened, student entry criteria become less rather than more specialized (Becher, 1992). Peter Scott (1995) also argues that, “the graduates of a mass system can no longer be regarded as cadet members of various power élites, because they are too numerous, because élites are no longer formed within the disciplined routines of professional society and because the links between socio-political power and occupational status have become sinuous” (p. 109). The overwhelming number of graduates becomes a dislocation between the labor market and higher education system.

3.2 Curriculum Reform

3.2.1 National policy on curriculum reform

In terms of policy-making, Mary Henkel (2000) hints: “Graduate education began to assume a higher profile in policy development, as its salience for the needs of the national economy was gradually recognized by government in the 1980s” (p. 153).

³ CCTV: China Central Television, official television channel, reserves all the rights to live-broadcast, relay-broadcast, and re-broadcast all the programs concerning all fields of society, including channels from CCTV-1 to CCTV-10, CCTV-News, CCTV-Music, CCTV-Children, CCTV-E, CCTV-F and Digital Television.

Chinese government has constantly reformed curriculum guidelines to suit the national situations at different historical phases. My alumna Wang Xuan has already shed light on this field, with the emphasis on the curriculum reconstruction at the national level. In the following, I will refer to the general Chinese curriculum reform guidelines.

The document quoted here is the result of the amalgamation by the IBE⁴ Secretariat of two contributions made in Beijing: the first one by Zhu Muju, Deputy Director-General, Department of Basic Education, Ministry of Education, and the second one by Liu Enshan, Beijing Normal University. I quote part of the document as a Chinese policy backup to lay a foundation for my further exploration on curriculum reform of English learning.

3.2.1.1. Objectives of curriculum reform

According to the document, the specific objectives of the curriculum reform presently under way have been formulated as follows:

- 1) To reform the tendency to set curriculum objectives that overemphasizes knowledge transmission. The stress should be on character building and the production of physically and emotionally healthy citizen. The desire, appetite and ability for “life-long learning” among the student community also needs to be cultivated.
- 2) To reform the tendency to structure curricula that are crammed with many subjects having little or no integration; or that overly emphasize the independence of individual disciplines. Efforts are being made to enforce qualities of comprehensiveness, balance and selectivity while structuring curricula.
- 3) To reform the tendency of curriculum content that overemphasizes the rigidity of individual disciplines and classical knowledge. The form focuses on improving the relevance of curriculum content to modern society and to promote the development of science and technology.
- 4) To reform the tendency to neglect non-formal education, by integrating formal education with non-formal education in form and content.

⁴ IBE: International Bureau of Education, UNESCO.

- 5) To reform the tendency to overemphasize receptive learning, mechanical memory and passive imitation in the teaching process. A variety of other learning activities such as active participation, exchange and cooperation, exploration and discovery, will be advocated to enable the students to become independent learners.
- 6) To reform the tendency to formulate textbooks that appear unrelated to the students' lives and that fail to meet the specific needs of schools and students in different areas. Students should understand the inter-relatedness between science, technology and society. The variety and number of textbooks will be improved and schools will gradually be allowed to select their own textbooks.
- 7) To reform the centralized system of curriculum management by establishing national, local and school level curriculum management policies that will ensure the overall quality of basic education, and improve its adaptability.

Based on the above document statements, we might get the following summary of the tendency of curriculum reform on the aspect of objective, which would be more motivated towards character-building, students' overall ability cultivation, more flexible teaching and learning method development and more utilitarian knowledge for the society.

3.2.1.2. Reform of curriculum structure

According to the document, the following aims are set concerning curriculum structure reform.

- To update educational content on the basis of the overall advances of science and technology and according to our conception of nature and society;
- To reduce the number of subjects and give more time and space for self-study and practice;
- To reform and restructure the disciplines; to enforce the comprehensiveness of educational content; to weaken the demarcation of subject boundaries and to strengthen their inter-relatedness and their relevance to daily life;
- To strengthen the relevance of the curriculum to society, science, technology, and students' development in order to encourage creativity and practical ability.

“Comprehensive practice activities” include research study, community service, labor skills and other socially relevant activities. This is intended to develop the student’s ability to solve practical problems.

In other words, the structure reform of curriculum is trended towards interconnection within knowledge and applicability of knowledge in daily life. As an old Chinese saying, “Live to learn, Learn to use”, more practical problems are introduced into the curriculum to help students to prepare for the upcoming uncertainty, therefore, students’ self-learning ability is largely encouraged.

3.2.1.3. Reform of teaching process

It is clearly specified in the document that teachers play the important role in the teaching process, including the application of teaching method, the choice of teaching materials, and the goal of teaching result.

- Teachers are the organizers and guides of the teaching process. Teachers should cater to all students, get to know their individual needs and their potential for development, and conduct their instruction accordingly, in as creative a way as possible. In designing teaching objectives, selecting curriculum resources, and organizing teaching activities, teachers should always aim at quality-oriented education. Teachers should learn, explore and utilize various kinds of instruction organization and teaching methods: inquiry-learning, co-operative learning, problem-solving in daily life, role playing, simulation, collecting information, concept mapping, constructivist and STS;
- Student development is both the starting point and the end of teaching activity. Learning should be the basic way to develop student intelligence and build character. In a complete learning process, while students should attain the necessary fundamental knowledge and basic abilities, they should also develop emotional strength, healthy attitude and sound values. Students should become skilled at using different ways of learning for different learning content, and make learning become an active and personalized process;

- Teaching materials are important media of the teaching content. Textbooks should expand both teacher and student development and inquiry-based teaching materials should be prepared with this goal in mind. They should help guide exploration and discovery, broaden students' perspectives, and enrich their learning experience. In the teaching process, teachers should use the textbooks in a flexible and creative way and fully utilize various curriculum resources from both within and outside school;
- Improving communication and information exchange between teachers and students is a key element in the teaching process. Teachers should advocate democracy in teaching, establish an equal and co-operative teacher/student relationship, create a desirable climate for learning and student co-operation, and thus create favorable conditions for the all-round development and healthy growth of the education community.

The teaching process should thoroughly reflect the continuous development of teachers and students. The thrust of achieving curriculum objectives and strengthening curriculum reform is to optimize the teaching process based on the concept of quality-oriented education. A slogan is advanced in the process of new curriculum reform: Teachers as Curriculum (Zhong, 2006). Teacher's role in curriculum reform can never be underestimated.

3.2.2 National Syllabus for English majors of Higher Education

Institutions (2000 revised edition)

3.2.2.1. Introduction

The Ministry of Education of People's Republic of China (MoE) is a central government agency under direct supervision of the State Council, responsible for China's educational undertakings and language work. Among numerous missions shouldered by MoE, the first and foremost is "to investigate and put forward the guiding principles and policies for China's educational undertakings, and to draft relevant rules and regulations" (MoE official website).

Here comes another old Chinese saying: "Strengthen ourselves by learning the strong points from foreign countries", which partly explains the first move to send scholars abroad

happened as early as Qing Dynasty (1644—1912). Recorded in the history book which could be traced, it was around 1820 that the first person went abroad. Shortly after that, a period called *Westernization Movement* (1860—1890) spread all over the nation, which was initiated by comprador bureaucrats to preserve the rule of Qing Dynasty. They set up the first external agency, brought in technology of big machines, established new military industry and sent out large quantity of bureaucrats to Britain, Germany, France and America to purchase military equipment so as to form first four modern navies in the history. Besides, over 30 modern new-type schools were set up nationwide, used to cultivate science, military and translation talents. It was arranged that 30 children would study in U.S.A. annually, most of whom became significant for the country later. That was probably the earliest time we could trace the introduction of foreign languages in China.

After a long and evolving history, foreign language learning, especially English language learning has been drawing heightening attention, the scale of which has been broadened much more than it had ever been expected. Since the execution of “Open Door Policy” in 1978, any type of HEIs, no matter governmental or provincial, public or private, university or polytechnics, arts or science, failing to have an exclusive department specified in English learning is regarded incomplete within the academy, and hardly gets the acknowledgement of the society. This proves that significance of English learning is incontestable.

We are living in a century with the exceedingly rapid advent of the era of knowledge economy, when HEIs are taking up an arduous task to provide the society with the best brains in the country. Based on the current situation, in order to regulate all English teaching in HEIs across the nation, MoE formulated the policy, defined the syllabus, and requested all HEIs to set up teaching objective and put it into practice. The general goal, according to *National Syllabus for English majors of Higher Education Institutions (2000 revision)*, set for English majors of HEIs is to cultivate talented students in English majors, equipped with strong language basis as well as broad cultural knowledge, capable of applying English in the field of foreign affairs, education, economics and trade, culture, technology and military, etc. The syllabus formulated by MoE is guiding all HEIs’ English majors on the aspects of organizing teaching, designing curriculum, compiling text books, testing and appraising teaching quality, etc.

3.2.2.2. *General requirements of national curriculum guideline*

Explicitly regulated in the *National Syllabus for English majors of Higher Education Institutions (2000 revision)* (Syllabus for short will be used hereinafter), the length of schooling for English majors' students is four years. According to the common law of teaching for English majors, the whole teaching process is usually divided into two phases: basic phase (the first and the second year) and advanced phase (the third and the fourth year). The main teaching task in the basic phase is to hand over basic English knowledge, to train basic skills, to improve students' ability of applying language in a pragmatic way, to form good studying habits and search suitable learning methods. All in all, these are the basics prepared for the senior grade. From the third year teaching is more oriented to help students to build a good language foundation, as well as, study expertise and relevant specialized profession, broaden the field of knowledge, learn to tell the differences between various cultures and improve the comprehensive communication skills in English.

It is clearly specified in the Syllabus that courses of English majors are generally defined as "English professional courses" which are comprised mainly of three types of knowledge, namely: English professional skill, English professional knowledge and relevant expertise.

- 1) English professional skill includes the following courses: Basic English, Advanced English, Phonetics, Listening and Oral English, English Reading, English Writing, Grammar, Interpretation and Written Translation, Advanced Listening, etc.. As we can see, most of these courses are basic courses designed for students to master a general skill to apply English.
- 2) English professional knowledge includes courses of linguistics, literature, society and culture, such as English linguistics, lexicology, grammar, stylistics, British/American literature, British/American society and culture, western culture, etc. These courses, distinguishing from English professional skill courses are concentrated more on specific knowledge, aiming to equip students with professional knowledge of English.
- 3) Relevant expertise course: it means a bulk of professional knowledge related to English field, for example, international business, foreign affairs, law, management, news, sports, education, economics, trade, technology, culture and military and so on.

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The readers can find the detailed information about the contents of courses, mentioned above, in **APPENDIX 1**.

It is regulated in the Syllabus, the length of total teaching should not exceed 2,200 hours, falling into the scope of 2,000-2,200 hours is the best, excluding public mandatory and elective courses. HEIs are entitled to open certain selective courses and arrange separate teaching hours in accord with their own unique teaching plans, school characteristics and teaching resources. See below two tables of the curriculum hour distribution made by MoE for reference.

English-major Curriculum Study Hour Distribution

Grade	One		Two		Three		Four		% of Total Hour	
Weekly Curriculum Hour	1	2	3	4	5	6	7	8	Total	%
Professional Skill Curriculum	14	12	14	12	6	8	4	4	74	67%
Professional Knowledge			2	2	4	2	4	2	16	15%
Relevant Expertise					4	4	6	6	20	18%
Weekly Total	14	12	16	14	14	14	14	12	110	100%

Note: 1. For 4-year-English-major students, total study hours around 2,000-2,200, including all the time needed for course review and examination; excluding time for public compulsory and elective courses. The form is only for reference so all HEIs can make necessary change according to different situations. 2. Professional skill curriculum is suggested around 65% total study hour while professional knowledge 15% and related expertise 20%.

English-major Total Study Hour Distribution

Grade	One	Two	Three	Four	Total
Week(40weeks)	14-15	14	12-14	10-12	50*40 65*4
Year	560-600	560	480-560	400-480	2,000-2,200

3.2.2.3. Teaching requirements

The Syllabus is categorized into eight levels where every semester is one level. Requirements for level one (entry level), two, four, six and eight are presented in details in **APPENDIX 2**.

3.2.2.4. Teaching method

Teaching method, being considered a crucial part of the whole teaching-learning process, directly impinges on the students' outcome. How do the students master the knowledge? How is their ability developed? How much have they actually learnt?

Clearly stated in the Syllabus, the traditional Chinese teacher-centered classroom mode should be abandoned; students are encouraged to play an active role in the classroom while teachers are mainly supervisors. Paying attention to cultivating students' study and research ability are lifted to the schedule as defined in the Syllabus. Teachers are encouraged to try diverse activities instead of traditional lecturing in the classroom, employ different measures of teaching, especially when facing disparate participants, and flexibly adjust teaching contents, purposes and requirements. For example, when assigning homework to students, teachers consciously put forward more requirements and higher standard for students with good English foundations; when organizing teaching work, teachers give more opportunities to students with comparatively poor English foundations to practice more in the classroom, and so on.

There exist four teaching methods, according to the Syllabus: 1) enlightenment mode (doesn't directly reveal the results but give the hints to students, scientifically simulate their brain work), 2) discussion mode (students are divided into groups and assign them a topic to discuss), 3) discovery mode (with the teachers' guidance, students depend on their direct experience and acquired knowledge, through independent thinking to get new knowledge) and 4) research mode (students are encouraged to do research work individually). Teachers are expected to deploy these four teaching methods meanwhile explore new measures, aiming to largely arouse students' interest in learning, provoke study motivation and participate as much as possible in the whole teaching process.

Another aspect worth mentioning here, emphasized in the Syllabus, is that teachers should also guide the students taking advantage of current library resource and using the Internet more often for searching for the information, so as to encourage them to exercise different abilities while handling knowledge.

3.2.2.5. Test and appraisal

General control of students' level of English, checking the execution of the Syllabus, assessment of the teaching quality and promotion of teaching practice are organized through test and appraisal. Test must aggregate three basic characteristics: scientific, objective and feasible. It ought not only to improve the students' ability to use the language, but also to stimulate students to think and analyze a problem.

The contents of the test are defined in the Syllabus. The test should take heed of the students' ability to analyze and solve problems in line with different curricula and different study periods. The proportion of objective questions compared with subjective questions should be managed logically and scientifically. For a freshman or a sophomore, the most common exam form is a written exam. For senior students, the reasonable forms widely accepted are written papers, oral expression, discussion and defense, etc.

Believing that a better control of execution of the Syllabus and helping HEIs and related educational departments to understand what the teaching results are, MoE has sent the appraisal commission to National HEIs Foreign Language Teaching and Supervision Committee, team of English experts in charge of organizing national TEM-4⁵ and TEM-8⁶ written tests carried out separately in the fourth and eighth semester for all English major students in HEIs all over China. Grounded on the syllabus prepared for TEM-4 and TEM-8 national written tests, the aim of the tests is to have an overall examination of students'

⁵ TEM-4 abbreviation for Test for English Majors-Grade 4, comprises dictation, listening comprehension, cloze, grammar and vocabulary, reading comprehension and writing, six parts.

⁶ TEM-8 abbreviation for Test for English Majors-Grade 8, comprises listening comprehension, reading comprehension, Chinese-English mutual translation, proof reading and writing, six parts.

ability to comprehensively apply the English language. Due to limited resources, oral tests for level 4 and level 8 haven't been as largely-scaled organized as written exams, but in the recent years, they are gradually spreading out all over the nation.

Two standard examination forms for TEM-4 and TEM-8 see **APPENDIX 3** for reference.

Finally, an undergraduate thesis is increasingly gaining weight as another important aspect to assess the all-round ability of students. It is commonly accepted that an undergraduate thesis written in a smooth language, rich-content, clearly-structured with a length of 3,000 to 5,000 words is considered good. Moreover, students' sparkling innovations and independent ideas are taken into consideration during thesis assessment.

3.3 Significance of the English major curriculum reform

3.3.1 The necessity and feasibility of the reform

The draft for “*English Syllabus at the Basic Phase for English Majors of Higher Education Institutions*” was introduced at the beginning of the 1980s, while “*English Syllabus at the Senior Phase for English Majors of Higher Education Institutions*” was drafted later in the mid-80s. Two syllabi were executed across the nation at the end of the 80s and the beginning of the 90s after the approval from English Majors Text Books Compiling Committee of Higher Education Institutions (a former body of National HEIs Foreign Language Teaching and Supervision Committee) and the consent of MoE.

In the past ten years, two syllabi have played a crucial and decisive role in instructing and regulating teaching of English majors in Chinese HEIs and promoted the reform of English majors' undergraduate teaching.

However, the social market economy put forward new requirements from English major students. The original syllabus could no longer be in line with the current social and economic situation in China, therefore, an updated syllabus is required to replace the old

ones. In 2000, *National Syllabus for English majors of Higher Education Institutions (2000 revised version)* is authorized to take effect.

3.3.2 Characteristics of the new Syllabus

According to the new Syllabus, tremendous revisions have been made based on the previous two syllabi. The new one displays the following characteristics:

- 1) Combines two syllabi into one.

The previous “English Syllabus at the Basic Phase for English Majors of Higher Education Institutions” and “English Syllabus at the Senior Phase for English Majors of Higher Education Institutions” are integrated for the purpose of considering the four-year college as an entirety, and the new Syllabus includes different requirements and characteristics of the two phases.

- 2) Brings up a new cultivation objective and talents’ qualification.

The past ten years has witnessed momentous changes both domestic and international, so the new Syllabus clearly brings forward the qualifications for new English talents demanded in the socialist market economy. It is written in the goal part of the Syllabus that facing 21st century compound English talents equipped with strong English language basis, broad language knowledge and versatile capability are needed. This new cultivation objective directly influences the curriculum set up, teaching requirement, teaching method, etc.

- 3) Explicitly marks three types of courses for English majors.

English professional skill course, English professional knowledge course and relevant expertise course are set to endow students with a reasonable framework of knowledge structure, and ensure the curriculum design with a scientific basis. In order to guarantee three types of courses rationally arranged and executed, the new Syllabus establishes total hours, time allocation and course ratio in four years. Again see the two tables listed above in the chapter.

- 4) Emphasis on students’ innovation ability.

Students' ability cultivation is paid great attention in the new Syllabus and is supposed to last through the whole teaching process. The ability of absorbing knowledge, applying knowledge, analyzing questions, independently solving questions and proposing innovation ideas are advocated. Out of these abilities, innovation ability is in the focus.

3.3.3 Teaching method and teaching measures

An important influence on learning approaches is the nature of teaching (Kember, 2007). An interesting and highly significant consequence of the contrasting belief sets is that they resulted in very different conceptions of what constitutes good teaching (Kember, Jenkins and Ng, 2003). The conventional teacher-centered belief concentrating on transmitting a defined body of content has been out-of-date; the new orientation is more student-centered while teacher acts as a facilitator to assist students in learning. Thus the relation between teacher and student forms a new "conversational mode". The following requirements are put forward in the teaching process in the Syllabus.

- 1) The class teaching should be changed from the didactic form to a student-centered one. Teachers are supposed to adopt flexible teaching methods, such as enlightenment mode, discussion mode, discovery mode, and research mode, to provoke students' activity and creativity, to help students to gain knowledge in the process of active thinking, and search for the best learning method during the learning process. In 2003, the Higher Education Department of the Ministry started a project to select and reward 1500 model courses out of various universities and to work with them on line, in order to promote methodological innovations. Over the 300 selected so far, are characterized by up-to-date content, the use of multimedia, team teaching and more student activities.
- 2) Extracurricular study and extracurricular practice are an integral part of the teaching work, which has a goal to improve students' overall quality and form innovation consciousness. Teachers should strengthen guidance and organization of extracurricular study and extracurricular practice for students, making it as a fixed plan.
- 3) Institutions should make full use of the current teaching equipment and based on current conditions, encourage teachers to develop new teaching methods by taking advantage of IT and the Internet technology to re-new teaching content, change teaching methods,

improve teaching efficiency and be aware of the possibility of self-improvement. Modern education technology will provide important supplement to the current teaching methods and teaching practices.

4. Data and Method

According to People Web⁷, it is estimated that about 300 million people are learning English (professional and non-professional), taking up 1/4 of Chinese total population, among which, total number of students learning English, from primary schools to HEIs, is over 100 million. Chinese experts predict, in a few years, the number of people learning English in China will exceed the total population of English-native speaking countries.

4.1 Data Collection

Data appeared in the thesis are mainly collected from MoE official website, National English major of HEIs official website, previous journals or published papers and my fieldwork place, Foreign Language Department.

In the following part, I'd like to introduce Beijing Institute of Petro-Chemical Technology (BIPT) and its Foreign Language Department.

4.1.1 BIPT briefing

BIPT, picked as a case study for this master thesis, its former body was Beijing Specialty School of Petro-Chemical Technology and was founded the same year when China "Open Door Policy" was formally put into force. It is a higher education institution under the management of Beijing municipality, established by both Chinese government and Beijing municipality. After 30 years of construction and constant development, it has been shaped into a general higher education institution. Nowadays it has an integration of engineering, science, economy, management and arts, etc.

⁷ People Web: with its published *People Daily* among top 10 biggest newspapers in the world, is national key news website.

The institute is located in the southern part of Beijing, covering a total area of 449 mu ($1\text{mu}=666.6667\text{m}^2$), accompanied by total construction area $220,206\text{m}^2$ and embracing complete teaching infrastructure. The library has fulfilled automation and the Internet connection, sharing resources with 26 other higher education institutions; the amount of library books reaches 580,000 volumes while electronic books 290,000 of different types. The Internet hardware platform satisfies both teachers and students' need to informationalize teaching, management and study.

The teaching team of BIPT always wins appreciation of students, parents and outsiders. The staff is deemed to combine the quality of devotion, enthusiasm, responsibility and qualification: some of them are famous leaders in teaching and research, others although young, represent "new generation" and the future of the staff, some of them are accredited "Famous Lecturer" by MoE. According to statistics, the institution has over 830 teaching staff, 470 are full-time teachers, 41% bear professional title of "Professor" and "Associate Professor", 75% hold minimum a master's degree. Showing a serious and meticulous attitude to teaching, they are actively participating in the teaching and education reform and try their best to improve the graduates' quality.

Milestones of BIPT:

In 1978, the former body of BIPT was founded in cooperation with Beijing Institute of Chemistry for recruiting undergraduates with a certain specialty. From 1985, the school was assigned to come under the direction of China Petrochemical Corporation⁸. The project of jointing cooperation with Beijing Institute of Chemistry in recruiting undergraduates for chemistry engineering and mechanical engineering (two undergraduate majors) with total number of 61 students began in 1991. In 1992, with the approval of MoE, BIPT was founded on the basis of Beijing Specialty School of Petro-Chemical Technology. The first group of

⁸ China Petroleum and Chemical Company (Sinopec Corp.), controlled by Sinopec Group, was listed on stock markets in Hong Kong, New York, London and Shanghai. By end 2006, Sinopec Corp. had a total of 86.7 billion shares, 75.84% of which is held by Sinopec Group, 19.35% by foreign investors and 4.81% by domestic investors. Sinopec Group ranked the 23rd in the Fortune Global 500 in 2006. (data from official Sinopec Corp. website)

exchange students went to Narvik University College (Høgskolen i Narvik) in Norway in 1997, marking the beginning of the exchange program in BIPT. In 2000, BIPT is linked to the government and Beijing municipality, under major management of Beijing municipality. The first postgraduate programs were officially introduced. In 2007, the celebration of Ten-year-anniversary of cooperation between BIPT and Narvik University College. 2008, BIPT celebrates its Thirty-year-anniversary.

4.1.2 Sub-colleges and departments

The whole campus is divided into 10 basic teaching units: Chemistry Engineering College, Mechanical Engineering College, Information Technology College, Economy and Management College, Humanities College, Material Science and Engineering Department, Mathematics and Physics Department, Foreign Language Department, Sports Training Department and Engineering Education Center. Having 22 specializations in undergraduate education, BIPT makes efforts to develop joint postgraduate programs with China University of Petroleum—Beijing (CUPB) and Beijing University of Chemical Technology (BUCT) (Beijing Institute of Chemistry as its former body), etc. With total enrollment of 6,600 full-time students, 130 joint-program postgraduates, 1,400 adults in continuing education, BIPT has been developed into a multi-layer and multi-form structure, which is recruiting full-time and part-time students all over the nation.

4.1.3 Foreign Language Department

Foreign Language Department, where my fieldwork is conducted is founded in 2000 by the most authoritative Professor Wei Lizhi who is the only professor at that time. Its task is mainly carrying out English teaching for both English major students, passing TEM-4 and TEM-8 during the four-year-study and non-English major students, taking CET-4⁹ and

⁹ CET-4: abbreviation for College English Test, national English test in China, first held in 1987, compulsory.

CET-6¹⁰, together with elective courses of other foreign languages, such as French, German, Japanese and Russian, etc.

According to the information provided by Professor Wei, the structure of teacher team in the department is as follows: There are more than 40 full-time teachers in the department, 4 of whom are professors, 9 are associate professors and 80% of them graduated from key universities at home and abroad with a minimum of master's degree, with a rich teaching experience and high level of teaching standards. In recent years, some of them have participated in the English major curriculum reform and national English learning research on teaching method revolution, sponsored by MoE, with more than 40 published monographs as well as hundreds of published papers, articles, exclusive comments.

Twelve audio laboratories and one resource room, together with school library are established to provide students with various written materials on original British/American literature, books on western culture, national English tests from the previous years, etc.. The department has got a large amount of English listening materials, such as original movie sound tracks, discovery listening programs, listening parts for national English tests, and a digital sound edition station. All resources are open to the whole campus for the practice of watching, listening and speaking English in language practice courses.

The orientation towards international business and economy is set for English major of BIPT from the very beginning and it basically comprises two parts: English learning and international business knowledge. Approximately 40 undergraduates divided into two classes are enrolled in English major annually nationwide.

Gordon Brown¹¹ in his speech in Beijing while visiting China in 2006 as Minister of First Lord of Treasury mentioned, "Now, among all the revenues of Great Britain, education export is increasing most fast, in short 5 years, the income doubled, among which China is a

¹⁰ CET-6: *ibid*, debut in 1989, students are only allowed to take this test after pass CET-4, selective.

¹¹ James Gordon Brown: Prime Minister of the United Kingdom of Great Britain and Northern Ireland, was born in 1951, took office on 27 June, 2007. Prior to this, he served as Chancellor of the Exchequer under Tony Blair from 1997 to 2007. As a Prime Minister, he also holds the position of First Lord of Treasury and the Minister for the Civil Service. (source comes from Wikipedia)

main force.” He also added, “In 20 years, the population of Chinese who can speak English might exceed the total population of English-native speakers in the global and I think English education market in China will be a huge opportunity.”

4.1.4 Data

Most of the documents, such as the national curriculum policy and institutional curriculum one, are written in Chinese. Though it took me efforts to translate them into English, I assume that they are very critical and important, because all English majors of Chinese HEIs are operating under the guidance and direction of the national policy and national Syllabus.

Besides the two documents *Outline of Basic Education Curriculum Reform (Implementation) (2001)* obtained from the MoE official website and *National Syllabus for English majors of Higher Education Institutions (2000 revised version)* from the official website for English majors of HEIs, I analyzed the following six documents from the Foreign Language Department which largely assist my study: *English Major Curriculum Revision (2006)*, *English Major Guide Teaching Plan (2006)*, *English Major Basic English Teaching Plan*, *Professional Reasoning Report (include English professional courses design and time allocation and basic courses design of major HEIs)*, and *Cultivating Plan*. I haven’t translated them into English but carefully studied them, trying to find out information on the curriculum changes and picked the most useful information to support my thesis.

4.2 Method

4.2.1 Individual research work

Two common research methods are applied in the thesis: qualitative and quantitative method. Some specific numbers appeared in the text are chosen through domestic journals, articles, with a constant comparison with the statistics database of MoE official website.

Even though, there still might be slight differences between the actual numbers and statistical numbers.

Qualitative method is mainly employed to interpret relevant guidelines, documents and the two syllabi. As mentioned above in the introduction part, one of the purposes to choose this institute, despite it is a comparatively new institute, is the fact that it has been developing very fast in the past three decades. As a graduate from the Foreign Language Department, it is much easier for me to collect first-hand materials and various documents and conduct my research based on the former relations with the teaching staff. With their assistance, I have no difficulty in getting in touch with students on campus.

In order to answer research question one, the following work is conducted:

- 1) Data collection from the department, for example two different periods' curricula and six documents.
- 2) Detailed decoding of the two curricula, employing two methods—comparison and contrast.
- 3) A general conclusion was made from the above analysis, demonstrating the changes in the courses, for example, what courses were withdrawn from the curriculum, what courses were newly added, what courses are still kept unchanged.

In order to give an answer to research question two, the following information is collected:

- 1) Socio-economic background introduction—market economy breaking the long-term dominated mode of highly centralized economy, emerge as dominant power in society.
- 2) Analyze the most societal phenomenon taken place in HEIs—mass of higher education.
- 3) A quick reflection on the published national guidelines in higher education, specifically, explore the national policy change on English major curriculum.
- 4) Interview with Professor Wei, teaching staff and students, to get their opinion on causes for curriculum change.

4.2.2 Field work - Interviews

Interviews, conducted as part of the empirical work with the purpose of supporting the theory, are commonly used by researchers in various fields. I carried out my interview with the focus on the curriculum reform both in the teaching staff and students.

No book which offers an overarching educational theory of higher education can afford to neglect teaching and learning; or so it must seem. For surely they lie at the heart of higher education (Barnett, 1990). Therefore, my field work regarding curriculum reform is conducted in a broad sense, embracing course adjustment, teaching and learning, text books analysis, etc.. Qualitative research method is employed by using a focus group for interviewing students and structured interviews for the teaching staff.

Six students, two seniors, one junior, one sophomore, two freshmen are picked as purposive sampling. Two of them are among top students in the grade while two wandering in the middle and the rest nearly at the bottom of the grade. I employ semi-structured interviews for students, basically by asking several questions and letting them to discuss those questions. The two teachers who have been teaching English majors since the foundation of the Foreign Language Department, are invited to take part in a structured interviewing. Due to the limited time and full schedule of the two teachers, I directly asked them questions one by one. The length of interview lasts two hours for students and one and half hours for the teachers separately. For the interview designs see **Appendix 6**.

One thing worth mentioning here is the exclusive interview with Professor Wei, the chief leader of the department, whose position is higher than the dean's. Detailed research results, as well as, the information obtained from the interviews are demonstrated in the next chapter.

The curriculum forms the nucleus of colleges and universities. As the vehicle for organizing teaching and learning, the curriculum provides the major domain for academic decision-making, expresses institutional purposes and values, and serves as the primary touchstone in the professional lives of students, faculty and administrators (Conrad & Haworth, 1990) (quoted by Tang Jianmin, 2004).

“Education in our country is divorced from the needs of economic and social growth and lags behind the scientific and cultural development of the present-day world...many course textbooks are outdated, teaching methods are stereotyped and practical activities are ignored; the specializations now offered cover a very limited rang of academic subjects...(We must) reform any guidelines course content and teaching materials that are at odds with socialist modernization.”

------(CPC, 1985)¹²

In the following chapter, which is also one of the most important and crucial parts throughout the whole thesis, I’d like to demonstrate all the research results.

¹² CPC: Communist Party of China, 1985, Reform of China’s Educational Structure-Decision of the CPC Central Committee.

5. Research Results

In this chapter I will demonstrate research results, in an order of first about exclusive interview with Foreign Language Department leader, Professor Wei Lizhi; two curricula study will be followed; after that, interviews with students and teaching staff will be presented.

5.1 Curriculum reform on the institutional level

5.1.1 Exclusive interview with Professor Wei

Professor Wei, one of the most authoritative professors in the Foreign Language Department, has been engaged in the teaching and research for more than 40 years. He has worked in several other HEIs before transferred to BIPT and started shouldering the responsibility to set up Foreign Language Department. When the department was initiated in 2000, he was the only professor at that time. Therefore, he becomes the one who has witnessed every move on the institutional curriculum guideline and curriculum change since the foundation of Foreign Language Department. I got the honor to hold an interview with him, taking place in his office, with a span of one hour. Interview result with Professor Wei is interpreted at the institutional level.

I first asked him to talk about his opinion of curriculum in general. He replied as follows, “The curriculum model in higher education in a traditional way is based on transmitting disciplinary knowledge and the disciplinary culture. Knowledge acquisition, no matter pure disciplinary knowledge, or specialized knowledge, is key purpose of HEIs. But since the recent two decades, situation has been changed. Especially, when globalization has put forward new requirements, HEIs are greatly challenged by its traditional mode. Heavy industry is gradually losing its previous importance, replaced by new emerging market forces, for example, telecommunication, international trade, marketing, tourism, and so

forth. Students with compound skills are in urgent need by society”, he continued, “Before setting up this major, the idea has been lingering in my mind for several years. I have to take a lot of things into consideration, among which the curriculum is the most important. We have to abide by national curriculum guidelines to receive accreditation as well as develop our own characteristics to attract students and to give them a promising future employment. That is the ultimate purpose for me to choose international business direction when setting up this English major. We are trying to meet the need of society as well as globalization trend and prepare students more towards the future.”

Then I put forward the second question, “Professor Wei, how do you perceive the curriculum change in the past several years?”

He smiled, “You graduated in 2005, the curriculum you graduated with, has been changed a lot. There are social and academic reasons for that.” I summarized his talking into the following reasons: firstly, from the national level, MoE keeps revising guidelines constantly and promote curriculum reform in different ways. For example, in the year of 2007, all the leaders from English majors of HEIs nationwide were summoned to attend a curriculum reform meeting organized by MoE. During the meeting, a brand new software was introduced to assist student to learn the textbooks independently. Secondly, from the institutional level, the department, for the sake of its reputation, wants to develop characteristic curricula appealing to students and ensure them a bright employment future. At last, the current young generations are not merely content to sit in the classroom to “listen”, but active-thinkers: they are owners of the study. Professor Wei explained, “A common phenomenon in the recent years is reflected from freshmen that besides all the courses regularly set, they have extra energy to learn more knowledge. They still feel ‘hungry’ and ask for more, in that case students put forward more and more demands for the curriculum change, so we as teachers, have to take heed of situation, and try to ‘feed’ them as much as they want.”

5.2 Two curricula study

After presenting the interview result with Professor Wei, I conducted a deeper analysis of two curricula obtained from Foreign Language Department, which are set apart five years. (See APPENDIX 4 & 5). Detailed analysis of the two curricula is provided in the following text.

5.2.1 Curriculum contents

Regulated by National HEIs Foreign Language Teaching and Supervision Committee under direction of MoE, total study hours for English major students are advised to be around 2,000-2,200. The information about curriculum 2000-2004, including all compulsory and elective courses listed in the appendix, is total 2762 study hours, together with 197 graduate points (“Undergraduate Thesis” and “Internship” excluded), while, that of curriculum 2005-2009 is with 2504 hours and 157.5 points. If we take a second look at both curricula, we might easily expel some courses, for example, introduction to the ideological education, such as “Situation and Policy”, “Morality Education”, “Marxism Philosophy”, “Deng Xiao Ping Theory”, etc., as well as courses like, “Sports”, “Public Labor”, “Music Appreciation”, etc.. not very closely relevant to English study, from the curricula and come up to the below table.

Item	2000-2004 (hour)	%	Point	2005-2009 (hour)	%	Point
Professional Skill Course	1404	59	80	978	52	57
Professional Knowledge Course	176	7	10	320	17	12
Relevant Expertise Course	798	34	54	578	31	32

Total	2378	100	144	1876	100	101
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Compared with national regulations on course time and proportion of three different courses, and combining the distribution of professional skill course, professional knowledge course and relevant expertise courses summarized in the table above, we might conclude as follows: Compared with the curriculum 2000-2004 hour distribution, the new curriculum 2005-2009, is planned more properly and rationally, taking into consideration both of the national regulation and the practical situation. However, the department emphasizes students' learning on the expertise knowledge, therefore, no matter the old or the new curriculum, the third category both exceeds 18% standard, to a great extent. According to both curricula, most fundamental skill courses are instructed in the first and the second study year, still taking a large proportion among the three. However, the proportion of professional knowledge course arouses attention from the department and rises quickly. And the total points decrease considerably in line with the reduction of study hours.

5.2.2 Course unchanged

The first two semesters, usually seen as the basic phases for freshmen, are the time to receive extensive basic professional skill knowledge, so the general rule for course setting hasn't been changed so much. We can almost get the conclusion, that the two curricula are similar in the first study year. "Intensive Reading", "Extensive Reading", "Oral English", "English Listening" and "Phonetics" are five main courses, accompanied by necessary computer skill training, morality and Marxism philosophy education and basic mathematics.

One thing should be pointed out here, the course "Situation and Policy" lasts for six, even seven semesters in the new curriculum, although the point only counts 0.5, students need to attend the lecture three times in each semester, with two or three hours per period, which is of fundamental importance. Through this course, students will be taught the current situation and important events happening in nowadays China, as well as education policy guidelines' changes through history. Notes will be required to deliver and evaluated after the class to show how well the students have mastered the lecture. Video broadcasting is the common measure taken by the teacher, with occasional lecture and prepared-material study.

Some professional knowledge courses still exist in both curricula, such as “Western Etiquette”, “Linguistics”, “General Information about English Speaking Countries”, etc. with only differences found in the semester period.

Major direction, international business still dominates the relevant expertise courses, certain knowledge hand-over, such as “International Trade” basic knowledge, “International Marketing”, “Business Negotiation”, “Accounting”, “International Business and Economics Correspondence”, etc. are core courses in the second and third academic year.

5.2.3 Course deleted

According to *Professional Reasoning Report*, provided by the department, I compare the two curricula and find out that some courses, not so closely related to the major direction, have been deleted, which is also clearly specified in *Professional Reasoning Report* for the reason that teachers find these courses not so utilitarian for graduates in their job. These courses include “E-Commerce”, “International Transportation and Insurance”, “International Finance” and “Tourism English”, etc.

On the other hand, basic professional skill courses, “Extensive Reading”, “Intensive Reading”, “Oral English” and “English Listening” have only been kept in the first two or three semesters instead of covering four semesters and substituted by some other new courses, which will be explained in details in the following part.

5.2.4 Course newly added

In curriculum 2005-2009, relevant expertise courses are advanced from the third semester while professional knowledge courses are broadened to a larger scope, which means both types of courses are strengthened. In this aspect, considerable courses are added to the new curriculum.

Compared with the curriculum of 2000-2004, professional knowledge skill courses are included from the first semester to the fourth semester, while the curriculum of 2005-2009 opens professional knowledge courses from the third semester. For example, “BBC News

Listening” is a very practical course to improve students’ listening ability; “American Literature” enlarges students’ knowledge on American culture of Middle Ages and contemporary literature appreciation; “English Newspaper Selective Reading” is extremely important to enhance students’ reading ability and form a sense of language; “Bible Story” is listed at the top ten most valuable and worth reading books, which has never been introduced in the old curriculum. However, with the process of opening up national gate, western idea starts to permeate China and the necessity to learn Bible story is beyond word; “English for Secretary” is a specialized course newly opened due to increasing proportion in this specific entry position taken by more and more alumni; “World Petro-chemical Marketing”, closely connects institute’s characteristics with the world changeable petrol-chemical situations, which keeps students updated with related information.

If we look closely, grammar, as a basic English professional skill course, has not been listed separately in the curriculum of 2000-2004. However, the new curriculum sets up pertinent knowledge on English grammar from the third semester instead. It is partly because of the massive increase in student number. Students enter HEIs with different English proficiency levels, so the urgent need to improve grammar basis becomes evident.

In a higher education curriculum, second-handedness is eschewed (Ranald, 1990). Students should be encouraged to test theory themselves, even they might not be able to come up alternative offerings of their own out of the practice, at least they could say with some honesty, “I believe that to be the case, and this is why” (ibid, p. 151). Three different practice courses: Foreign Trade Documents Practice (two weeks), Oral English Practice (two weeks), Interpreting Practice (two weeks), are obviously changed through the whole curriculum reform. Though the first two practices also appeared in the old curriculum, yet, with comparatively shorter time—only one week, the new curriculum re-designs it into a period of two weeks, advancing Foreign Trade Documents Practice to the fourth semester and postponing Oral English Practice to the fifth semester and opening a new Interpreting Practice in the sixth semester.

The reasons for such arrangement is that after student learn “International Trade” theoretical courses in the fourth semester, it would be too long to take the practical course in the seventh semester, because by then, students probably forget most of the learnt knowledge. However,

directly arrange practical course following the theory course, on the one hand, students still have fresh memory and easy to handle; impression is strengthened, on the other hand.

As to Oral English practice, in the old curriculum, the first four semesters all have oral English classes, so from my understanding, it is over-repeating to set practical course directly following the oral classes. But in the new curriculum, oral English courses only opens two semesters, leaving the third and the fourth semester blank. For those who are reluctant to practice English in daily life, maybe haven't touched English for a whole year. Setting oral practice in the fifth semester properly reminds students, "Hey, fellows, it is time to speak English again!"

Written translation ability is more emphasized in the traditional curriculum because the current national exam TEM-8 still counts on the written form to test students due to the lack of sufficient resources to organize nationwide oral test. However, due to the fierce competition in the labor market, students might encounter un- prepared test from employer during interviews or interpretation or translation requirement from job, especially those who work in the foreign companies, foreign trade firms, etc.. Preparing them with the basic interpreting practice in the sixth semester is beneficial for students.

The last point I'd like to discuss here is the second foreign language course. Students are free to study Japanese, German, French or Russian when they enter grade three. In the traditional curriculum, 140 total study hours with 8 points are distributed in two semesters, while, 192 hours with 9 points altogether spread in three semesters in the new curriculum. Point is not raised so much but the study time is increased by 1/3, with continuous lecturing until the seventh semester, making sure that students master necessary basic knowledge of second foreign languages.

5.2.5 New revisions planned on the basis of curriculum 2004-2009

According to the *English Major Curriculum Revision (2006)*, provided by teaching staff, the following latest amendments are waiting to be made on the future curriculum.

"Greek and Roman Myth" will be arranged to the fifth semester, which is a basic course to comprehend literature; "British Literature and Selective Reading" will appear in sixth

semester before “American Literature and Selective Reading” in the seventh semester due to its long history and great influence on American literature.

“General Conditions of English Speaking Countries” is advanced to the second or third semester, previously in the fifth semester, which is too late. Students need to have a general knowledge about English speaking countries at an early stage to better cope with language and culture.

“Writing in English” is put forward in the fourth semester instead of the sixth semester in order to cultivate the comprehensive language application skills of students.

“Translation Theory and Practice” regarded by students as a weak point, is changed from the seventh semester to fifth semester and extended one more semester to strengthen language basis and further development, while “Linguistics” is removed to the sixth semester to prepare students enter post-graduate examinations and graduate paper.

“Advanced Listening”, “Advanced English” and “Business Correspondence” are all extended one more semester based on the previous curriculum. Two more practical courses “English Speech and Debate Skill” and “English Culture Story and Classic Movie” are opened each with a span of two weeks.

5.2.6 Summary

Concluded from the above statements, it might not be difficult to find out professional knowledge courses and relevant expertise courses are put more weight than before. No matter the courses newly added, or the courses keep unchanged but with a different time allocation, all reveal the trend for the curriculum set-up is more utilitarian and practical to improve students’ competitiveness in the future job hunting.

5.3 Interview results

5.3.1 Interpretation of interview result—Students

5.3.1.1. *Motivation*

The interview is held one afternoon, in an audio laboratory, with total six participants and me (host). By a brief introduction of myself and the topic studied for my master thesis, I arise the first question, “What is your motivation to attend this major as further study in HEIs?”

Six answers could be summarized into three points: zest for learning language, a promising major, and mistakenly enrolled. Let’s hear what they say.

A top straight-A female student, from senior grade, responds as follows, “I didn’t choose this institute; it was the institute that chose me. My ideal university was Beijing Foreign Language University, but unfortunately, I got a few points lower than its admission score level in that year. Therefore, I lost qualification and was accepted to study English here instead of initial plan to study German there. Anyhow, I love studying language, and I think language is my strong point. I never regret spending my previous four years studying here, especially when I find out the major set up is oriented to economy, I become even excited because that is another favorite subject of mine.”

Five out of six express their interest in learning language with only one exception, a male student from first grade, confessed him as follows, “I was a science student in high school. You know in the field of language, it is almost girls’ territory, just take a look at our class, 20 students with only 3 boys, another class, with 6 boys, which means, girls’ proportion is largely over boys’, because most boys are not good at language learning. I have been studying for nearly one year, so far, I still feel the gap between high school and college exists, not really adapting myself to the college study. But of course I admit, there are boys really good at languages, it is true that language is a quite interesting field, however, for me, I am struggling...”

When asked opinions of major direction, all the informants hold supportive attitude and show their confidence in the promising future, “It is an interesting subject, only to learn English would be a little bit boring. Especially in the current society, language is more and more regarded as a tool for survival. As long as you can make yourself understood, everybody can say, ‘I can speak English’, that is true. However, a tool is a tool, we need expertise and orientation. After two years’ basic language study, I have already mastered the basic language skills and knowledge, the need to broaden my mind and enlarge other knowledge becomes very crucial. I am looking forward to learning expertise from next semester”, said the only female student picked from grade two.

5.3.1.2. Teaching method

According to the information provided by the informants, I categorize into basic three teaching modes: teacher-centered lecture mode, student-centered activity mode and teacher-student conversational mode.

“Some courses such as intensive reading, still inherit traditional teacher-centered teaching method,” explained by one of the informants from the second year, “Teachers stand on the platform, explain the texts, analyze grammar, decode phrases and sentence structure, occasionally raise questions and ask us to read certain paraphrases. We are required to preview the texts before the class and review after the class, with emphasis of solving vocabulary problems ourselves because the teacher won’t be willing to take the time to teach us new words in the class.”

Another informant from the third year told me that she remembered that one oral examination at the end of semester, declared by the teacher was a preparation of a stage play, accompanied by requirements that every group comprises of 4-8 students and the content can be picked from famous masterpieces of literature or innovative ideas created by students themselves, with a length of 45 min. Students were greatly motivated. She was chosen to be the leader for a group of seven classmates while everybody contributed ideas to the content, lines, dress, props, etc. After repeatedly rehearsal, the stage play turned out to be a huge success. “I learnt a lot through the whole process”, she said, “my overall ability has been improved so much, no matter the language ability, the organization ability, or the communication and cooperation skill. I was forced to use my brain, conquering different

unexpected situations and different problems, believing that through hard work, our group would be the best. I am so thankful to the teacher and I will remember him for the rest of my life, whose name is Jason, a young American scholar full of passion and ideas.”

Based on information having been told, courses, such as spoken English, takes a flexible way of teaching, usually shouldered by foreign teachers. Foreign teachers, with their extraordinary experience living abroad are prone to employ disparate teaching method contrary to traditional Chinese teaching. Sometimes students are divided into groups, assigned different tasks, given a period of time to prepare and discuss, and at last to give a presentation to the whole class, which is the common practice in European countries; sometimes, a short documentary film or an episode of a movie is broadcast to students at the first part of the class, students watch at the same time write down key words and summarize main idea afterwards in the second part. Moreover, the teacher will ask students to imitate and play different roles in the movie.

Most commonly accepted class form for Chinese teachers are mutual-coordination between teachers and students, which denotes teachers mainly play the role of assistant or supervisor, trying to encourage students to participate as much as possible in the class. A vivid example, provided by one of the informants, is the listening course. “Listening course usually takes up in the audio laboratory, where we can hear listening materials prepared by the teacher, broadcasting from control-center to separate earphones,” he continued, “Teachers can use their own earphone to raise questions, hear individual’s performance, directly and privately talk with targeted students.” “Another example at hand is foreign correspondence course,” another student nodded her head, “This is a very practical and useful course. We are taught plenty of specific terms and universally acknowledged fixed expressions in the beginning, after that, we are supposed to apply learnt knowledge and skills in writing correspondences under various circumstances.” Due to lack of pre-experience in the field, students need constant help and guide from teachers to make improvements.

5.3.1.3. Extracurricular study

Informants’ responds vary tremendously on this topic. Voluntary study is usually in connection with good scores. The female senior student mentioned in the motivation part, talked about her study in the spare time, general meaning as follows, “I study quite

voluntarily. In the first two years, every morning I got up at 7 and went to the playground, holding a reading material, and started to read loudly for one hour. After that, I turned on my radio and listened to CRI (China Radio International), an English channel for half an hour, almost every day with exception of bad weather, etc, irresistible forces. I visited school library and department's resource room quite often, for an ordinary reading material, I finish it within one week; if it was a masterpiece of literature, which took me about two months or more, depended on the length. I consciously adjusted my reading materials from one field to another, not only focusing on one aspect. After I entered to the third year, emphasis was put on international business; basic English learning was reduced, at least for me, I cut my time for extracurricular material reading and shifted to major subjects. However, some of the text books chosen were written in English and some language courses still open, which meant we were still learning language but in another different way. I am very happy about that. Although for our senior students, we have to prepare tough TEM-8 and it means a lot for English major students, everybody wants to pass it, yet, learning major subjects doesn't collide with English learning at all, instead I take it as complementary...".

Some other informants provide the following information, "It is really hard to read extra materials because the current learning of text books is already very demanding. Every time the teacher starts a new lesson, we have to spend a lot of time looking up new words in the dictionary, familiar with contents and prepare the questions listed after the article. After a lesson is finished, a large quantity of review work, and a new lesson will be started soon, so we have to repeatedly do the same work for all the lessons. Speaking of only vocabulary, it is a big obstacle for us. Besides, we think the text book itself is very interesting and practical, with the contents covering many aspects of life. If we could fully digest the whole book, we still make great progress with considerable accumulation of vocabulary."

When asked, "How often do you use Chinese-English dictionary to help your English learning?" and "How many hours approximately spent on English learning every day?" informants all admit that they use dictionary every day and some of them have digital dictionary which they could bring it wherever they go and very convenient to look up new words than traditional thick and heavy paper dictionary. As to the second question, it varies from person to person, the longest time around 8-10 hours while the shortest 3-4 hours, with average of 6 hours per day.

5.3.1.4. Test for English Majors--TEM-4 and TEM-8

TEM-4 is usually held in late April or early May at the fourth semester for English major students, while TEM-8 is organized in March at the eighth semester. Among all six informants, two from grade one; one from grade two, who is facing TEM-4 next month; one from grade three, already passed TEM-4 and TEM-8 around the corner next year; the rest two from grade four, who have just taken TEM-8 on Sunday, 9 March.

When I asked them to compare TEM-4 and TEM-8, senior students replied, “They are two different levels with a huge distance between each other. In other words, if you pass TEM-8, you will definitely pass TEM-4; but not every one passes TEM-4 is able to pass TEM-8.” It is decided that each student, who fails for the first time, still have got the second chance to take make-up exam, but only one make-up exam, which differ from CET-4 and CET-6 for non-English major students which can be taken repeatedly as long as students haven’t graduated. But for English major students, they have got only two chances. If they miss them, no exam admission will be approved in the future. One thing should be also mentioned here, if the student unfortunately fails TEM-4 twice, by the time to take TEM-8, he or she still could apply for exam admission, twice, if necessary, however, there are slightly chances that they could pass.

Then I focused the topic on difficult points of TEM-8 and asked two senior students who have just taken examination two weeks ago about their opinions. They seemed to still have fresh memory and began to talk, “It is unbelievably difficult! Although we have practiced a lot of TEM-8 exams from previous years, we find the difficulty is increasing year by year! That is true!”

“What do you think is the most difficult part?”

“Proof-reading, listening and translation, it is so weird that I could only find a couple of mistakes among ten, every sentence seems correct, no obvious grammar or structure mistake. Listening part is really bad because we are only allowed to listen in the beginning, no notes at all, and they speak very fast with swallowing a lot of words so as to increase difficulty in understanding what they are talking about. For translation part, even ridiculous, it is comparatively easier to translate Chinese into English, compared with translate English into Chinese. The underlined part is an excerpt of the article by Sarah Jewett (1849-1909), *The*

New Life. I am not familiar at all”, said one senior. Response from the other senior, though not as strong as the first one, still confessed that the test was also a big challenge for her, although she had quite a good English basis and read a lot of extracurricular materials. I, as their alumna, can fully relate what they have been through. It was truly a tough time, and sometimes like a nightmare, but luckily, I survived.

5.3.2 Interpretation of interview result—Teachers

Two teachers, picked as interviewee, to whom I owe an enormous amount, also my teachers during study in Foreign Language Department, have been teaching English majors in the department for seven years since its foundation, who have witnessed and engaged in the curriculum reform in the recent several years. The interview took up in the English major teachers’ office, with total length of one and half hours, structured form.

5.3.2.1. Theme 1—curriculum reform contents

By briefly thanking their participation in my interview first, I started with the question, “According to your past teaching experience, what do you think are the most significant changes happened in the curriculum? Can you give me one or two examples?”

Teacher 1 and Teacher 2 agreed on the point that course design and time assignment were two main aspects. “For example,” Teacher 1 continued to explain, “some listening courses are combined with speaking, and the students are required to listen to some materials within a period of time. At the end of the semester, they will have an exam to test whether they have achieved the level required.”

Question 2: Compared with the old curriculum, how do you perceive the new curriculum? Why?

Teacher 1 recalled her past teaching experience, “With the development of modern technology, different software has been designed to facilitate study, and also, some textbooks are published with a CD-ROM, so that the students can use them by themselves, without bothering to ask us for help. They may listen and prepare the materials when it is

convenient for them. I think it is a breakthrough, breaking the traditional teacher-bounded teaching mode while students are more and more taking responsibility to schedule for themselves.” Then I asked, “What is the most difficult part to comprehend the new curriculum?” She simply said, “It is hard to say.”

Both teachers expressed their satisfaction on the new curriculum and thought it was more reasonable and applicable. Teacher 2 also added, “The design of the new curriculum is through the repeatedly discussion of all English major teachers and based on the past experience in teaching and feedback from previous sessions of graduates.”

5.3.2.2. Theme 2—executions of curriculum

Question 3: What is the previous teaching method? Is there any improvement or changing of teaching method? Are you required to develop new teaching method? If it is true, how you prepare yourself to develop new methods?

Teacher 1 smiled, “The traditional teaching method mainly concerned with teacher’s presentation together with students’ classroom activities. However, situation has been changed from the time you were studying here. Modern technology which can advance our teacher are developed, which requires teachers to master before class, including intranet-supported working platform, where the teachers can break any news related to the course. And the teacher can also get information concerning the time, place, the number of the students, score-recorded in the system, then the students can check all the information themselves, to decide whether they need a make-up, or whether they have selected a course successfully. All these things the teacher needs to be familiar with. Actually, we teachers are learning all the time.”

Teacher 2 agreed with Teacher 1 and admitted the traditional teaching method is didactic, teachers to teach, students passively accept and memorize; back to five years ago, this teaching method was common to see all over HEIs. However, now new concept is advocated, teachers are required to use heuristic measures to provoke students to think themselves, solve problems themselves. Through the process of asking questions, resort to materials trying to answer questions, until finally get the questions done, students gain precious experience which can never be got purely from accepting everything from the

teacher. “As a teacher,” she said, “we are not required to develop new teaching method because the situation is changing all the time. I have been a teacher for over twenty years, from the very early elite education to mass education, things change so quickly that sometimes I have to abandon my old ideas and old concepts to accept and cope with new situation. This is also a learning process for teachers.”

Question 4: Do you feel a need constantly to self-improve yourself with better academic knowledge, modern teaching method, etc? How you cope with it?

Both teachers expressed, they were trying their best to improve themselves by attending lectures and seminars, reading books related to the latest developments in the field. Chinese people believe that there is no stagnant in academic, if you are not advancing, you are in fact receding. Teacher 1 even mentioned, “The institute will hold training lectures from time to time to keep us familiar with the systems.”

Question 5: In terms of time, how long compared with before are spent on understanding text books, preparing lectures before class? How long does it take to grade various assignments afterwards?

Feedback from Teacher 1 was 4 hours were generally needed to prepare a class with two periods (45 minutes for each period). Another two hours or so were needed for grade various home assignments.

Teacher 2 was slightly different with 6 hours average because she was teaching two different courses, extensive English and American Literature. “I guess at least 4 hours spent on checking students’ homework every day. It depends on the content of the homework, if it is a composition work, it takes more time,” she said.

5.3.2.3. Theme 3—possible reasons for curriculum reform

Question 6: From a teacher’s perspective, what do you think is the ultimate reason for curriculum change?

Teacher 1 replied, “The reasons for curriculum change are probably generalized into two: the change of students’ level and the modern technology. Massive increase in student

number, with different entry levels; and the advanced technology has been shaping the curriculum into a more sensible way.”

On this question, Teacher 2 talked from another angle, “I personally think, change is the reason to survive. Nowadays in China, countless higher institutions, massive entrants every year, sometimes it is not institution to choose students but chosen by students. How to compete with fellow HEIs, how to attract students become the motivation. If we don’t develop our own characteristics, if we don’t have something new to attract students’ eyes, we are likely to be asked to shut down. Therefore, we need curriculum change, we need survive in fierce competition.”

Question 7: How do you perceive the current labor market?

Both teachers showed their great concerns on this topic. They admitted, the current labor market was really competitive and demanding. After four-year-study on the campus, investing enormous money in higher education, student might end up with an entry position, while salary could just afford the every month’s housing rent. The education return of rate was quite low now. “However, the current situation is if you enter higher education, you might still have chances and opportunities to enter high level of position in society, but if not, there is no way out. That’s the reason why some parents, although poor enough still send their children to higher education. And partly explain the reasons why large quantity of students like you choosing to go abroad and receive different type of education to broaden your mind and trying to be more competitive after return to China,” Teacher 1 said.

Question 8: Can you predict the future trend for curriculum reform if possible?

Teacher 1 expressed her opinion that maybe the reform would be more market oriented, more dependent on technology while Teacher 2 supplemented, “I think another trend is more practical and applicable. Knowledge is not only characters on the textbook, but students can really learn something useful after four years. When they look back, they won’t regret spending the most splendid time in the ivory tower.”

I raised the last question about their opinion on their preparation for the possible future curriculum reform. Quoted from Teacher 1, “I think it is both challenges and opportunities. In my opinion, a clear mind is a must. To live, to learn.”

Teacher 2 expressed, “Opportunity and challenge are double-edged sword; they are convertible. I would say, grasping opportunity, welcoming challenge, prepare the best of me, dedicating to the education career.”

Interview guides are included in **Appendix 6**.

5.4 Conclusion

E-learning, recently the term has mainly been applied to the use of networked computers and the Internet (Kember, 2007). As the existence of World Wide Web and the popularity of Internet, all the HEIs have access to these information and communication technologies, which are providing powerful new tools to forge global networks for teaching and research.

Students now can read e-book on the net instead of visiting library; compose and send e-mail from private mobile instead of logging on a computer; buy books from all over the world without moving a step out of home. Modern technology has enabled people to do what we couldn't do in the past. It is true to explain what happened in the curriculum. No matter change of course design or time arrangement, largely dependent on the new teaching technology. Students have access to computers, to Internet and they have sufficient modern resources to prepare themselves before and after courses. They can learn the text through CD-Rom individually on private computer before class and do a test on what they have learnt afterwards to check if they have mastered proper knowledge. When they come to the class, they comprehend better what teachers try to convey and even find out difference between self-learning and teacher-centered lecturing. Some of them still log on Internet, and find out how the exact same class is taught in other HEIs if possible, and compare it with the class they already had, under which circumstance, they grasp the essence of self-study.

With the increasing capability of students, the content of curriculum becomes more colorful and more-facet. The development of new competence-dominated qualifications, as one of the student informants mentioned an accepted form of an oral test, students are divided into groups to finish separate assignments, during the process, learn to communicate different ideas, discuss or argue, compromise and reach an agreement in the end; oral presentation is gaining more and more weight by the teachers to assess students' ability, which is another

facet. Teachers, on the other hand are also learners, challenged with modern technology and have to keep themselves updated with different newly arising teaching technology and facing competition domestically.

6. Conclusion

As we might easily conclude from the previous interview results, labor market and modern educational technology have greatly influenced the curriculum reform.

6.1 Labor market effect

Mary Henkel (2000) quoted Pearson (1985) in her book: “In the past scientists had constructed their curricula round the assumption that they were educating for an academic labor market or at least a labor market where they exercised substantial authority over the knowledge and attributes required. They were educating students to be scientists, whether in universities or in industries, even if students did not in the ends take up a career in science” (p. 218).

However, Pearson’s theory is not suitable any more. Under the impact of post-industrial revolution, massive students enter into HEIs, the educated person was no long an ornament in all earlier societies, who was traditionally regarded as “society’s emblem; society’s symbol; society’s standard bearer; the social ‘archetype’” (Peter, 1995). Previously in China “elite students” cultivated in a pure discipline under so called “examination-oriented education” which enslave students in the classroom and study around the clock, with little attention paid to student’s personality and innovation ability are out of date. The society still needs scientists, but the labor market prefers more than only scientists.

I remember Cloete (2005) argues: “As important as the investment made in higher education is, attention must be paid to the efficiency and effectiveness of that investment which includes ensuring that there are appropriate linkages with the labor market needs of the economy” (Cloete et al., 2005, p.9). In the current Chinese labor market, versatile students are in great need, for example, when graduates are searching for jobs in the labor market, they are informed of different requirements posed by employers, such as graduates majoring in accounting are better equipped with computer skills at the same time; international trade students are more preferred with mastering several foreign languages; architecture major

students are requested to embody a concept of esthetics, etc.. “market-oriented education” has been accepted by most HEIs as a direction to cultivate their students. As mentioned by Professor Wei, “...We want to ensure students a bright employment future...”

6.2 Modern educational technology

Modern educational technology has been applied in the teaching and learning process, such as more and more advanced digital tutorials have been developed to assist students to learn the textbooks independently to a large extent. Teachers are compelled to constantly improve their own knowledge in the field and learn how to operate modern multimedia, or intranet like mentioned by Teacher 1, keeping pace with the fast development of educational technology.

The focus of teachers training has been diverted from the traditional method of professional teacher educational program to acquire a body of knowledge in a subject discipline which results for a transformative educational system in an international world, innovation required both for teacher pre-service preparation and teacher in-service training. It is for this reason, the school-based teacher professional preparation and development is advocated. This will eventually make the institutions be the first to reap the benefits of generation of good new teachers. The cluster school-based teacher in-service teacher development is an innovation.

6.3 Curriculum reform - A natural trend in China

In order to break traditional curriculum, the following steps which have been executed in Chinese HEIs in the recent one decade to comply with the needs of labor market and modern educational technology trend.

Firstly, the integration of sciences and humanities in the curriculum is advocated to ensure the all-round development of students. Traditionally, the Chinese academic circle attached more weight to ethics and arts to enhance the morality of the elite. The lack of flexibility in the curriculum resulted in the graduates’ inability to adapt to the requirement of the job. In

reacting to the need for talents with expertise and a wide range of knowledge, universities have revised the curriculum in a way that requires science students to take a number of courses in humanities and social sciences, and vice versa. In order to promote the integrative model, the Ministry of Education has established The Guiding Committee for Teaching Humanities as Minors and selected 30 universities as models for practicing the integrative model.

Secondly, special weight has been given to the teaching of foreign languages and computer science as compulsory subjects. With the accession to WTO, foreign language ability, particularly English, is emphasized in universities and colleges. In the early years of the “Open Door Policy”, English began to be a subject in the national entrance examination, but only a certain percentage of the points were added to the total score. By the mid 1990s, English became one of the three key subjects (in addition to math and Chinese) in the entrance examination. Entering a university, students of non-English majors will continue to learn English at least four periods a week for two years. They are supposed to pass the CET-4 and CET-6 before graduation. A certificate of passing the test is taken as “a door-breaking brick” for employment by many employers. Similarly, a certificate showing the level of using computer will benefit the graduates in finding a position.

Last but not least, more importance is attached to training in practical skills. New curriculum reform is inclined to explore student’s humanistic qualities, protect student’s right of learning, strengthen moral education and emphasize on using modern technology to perform education, which breaks up the limitations of traditional disciplinary demarcations and provides students a basic framework of learning, a milestone in Chinese curriculum development history.

Among the research results, another two important findings worth mentioning here, which reveal the curriculum reform inclined to be more student-centered and more capability-building.

In terms of learning, most courses are designed to encourage students’ involvement as much as possible, such as Oral English, Listening English, etc.. Students are given more choices and cultivated a strong sense of “ownership” of their courses, representing a changing balance of epistemological power. They are no longer a pure listener, but a consumer of the

whole education process, influenced by the application of consumerist principles. Embodying with more open interpretations of skills and knowledge, students are heading towards more versatile talents needed by the current society.

In terms of teaching, many recent innovations, prepared to cope with widened access of higher education, under the changing socio-economic background, have taken place, not only to act upon supply over demand in current labor market, but to provoke students' potential learning ability, in the aim of supplying of highly skilled graduates, in the interests of economic efficiency.

In the process of market economy, university graduates are no longer assigned a position by the government, they must find jobs themselves. To enhance students' practical abilities, curriculum is set with the aim of striving to provide better experimental facilities on one hand and to establish bases for practice in enterprises, factories and schools, on the other. For example, the Foreign Language Department contracts with SINO Trade Company establishing a long-term fieldwork base relationship where students are sent there for two-week interpreting practice; regarding of two-week Foreign Trade Document Practice course, on the condition of students are previously taught specific terms and the theoretical operation of foreign trade business in International Trade courses, the practical course takes place in a computer room with an exclusive software mainly dealing with every step of business trade. Every student is assigned a computer and practices a series of business operating process on the computer, from ordering goods, choice of different types of transportation, payment issues, receiving goods, etc... With the help of this software, although it is fabricated, yet students are given more chances to be familiar with business operations in a real life and practically apply the learnt knowledge, rather than purely learning theoretical knowledge from the book. Through the arrangement of this course, we can easily see that the department is in fact preparing the students for the society with efforts of trying to shorten the distance between the ivory tower and the real life.

Especially, with China's entry into WTO, the opening up of higher education market will trigger off fierce competition for education resources, especially for gifted talents. The goal of curriculum reform is more focused on developing generic and attitudinal skills, such as critical thinking and problem solving as well as promoting national reconciliation.

According to *Outline of Basic Education Curriculum Reform (Implementation) (2001)*, the curriculum reform tries to implement three transformations: transform from “centralization” to “decentralization” in curriculum policy, transform from “scientific discipline-centered curriculum” to “society construction-centered curriculum” in curriculum paradigm, transform from “transmission-centered teaching” to “inquiry-centered teaching” in teaching paradigm, which put forward by MoE, and laid out the blueprint of Chinese basic education curriculum reform in the 21st century with a new discourse system, reflecting the progressive tendency of curriculum theory and curriculum reform practice at the time (Zhong, 2006).

6.4 Conclusion

As an integrated part of higher education, curriculum has been evolving through the history of higher education. Ronald (1990) expressed his opinion on curriculum as follows, “From time to time, curricula should be reviewed and, if necessary, pruned even of so-called necessary material” (p.161). With the rapid development of science and technology, coupled by substantial socio-economic growth, China is changing at an unpredictable speed and Chinese higher education is developing into a worldwide overwhelming trend, the revolution for curriculum is destined to happen.

The changes have already taken place in English major curriculum, no matter the contents of the courses, the way of teaching and learning, or assessment system. As predicted by two interview teachers, the future trend of curriculum reform might be more dependent on modern technology to enforce students’ ability of self-learning and more oriented towards the market demand. Students’ overall ability, such as form the habit of active thinking, learn to cooperate with others, independently solve problems, improve communication skills and capability and bring up new ideas, develop new learning method, etc.

The necessity and urgency of curriculum reform have gained general consensus, and it is widely acknowledged that the direction of reform is irreversible (Zhong, 2006). I agree with Zhong to a large extent. Let’s await the future trend of curriculum system will be developed in a more rational, more realistic, and more advanced way.

APPENDIX 1: Description of English professional courses

1. English professional skill course

(1) Basic English

Basic English is a comprehensive course for English skill. Its purpose is to cultivate and improve students' ability to use English. This course, taking form of language basis practice and article interpretation, aims to arm students with better reading comprehension, know about the different stylistics' expression and characteristics, broaden vocabulary and familiar with mostly often used sentences, embracing basic capability of writing and reading in English.

(2) Advanced English

This course is further designed to strengthen reading comprehension, grammar, rhetoric and writing skills. A large proportion of reading materials, covering a wide range of subjects will appear, such as masterpieces from the field of politics, economics, society, linguistics, literature, education, philosophy, etc. Students are expected to broaden knowledge of all aspects, deepen the understanding of society and life, form the habit of appreciating and analyzing masterpieces, think logically and independently, reinforce the language skill. Each course will be accompanied by a large quantity of drills and practice, including reading comprehension, vocabulary study, stylistics analysis, Chinese-English mutual translation and composition.

(3) Phonetics

Phonetics is an entry course for introducing pronunciation and intonation, assisting students to practice pronunciation, take hold of rhythm, function of intonation, getting to the point

that students could read and communicate with correct pronunciation and intonation and make themselves understood. Students are supposed to take voluntary role in the class, in the beginning learn from the telling differences of various sounds, tones; combining, later, listening, pronunciation and oral expression together.

- ① Phoneme: pronunciation, sounds distinguishing, imitation
- ② Word: law of stress, rhythm, expression form
- ③ The flow of language: law of rhythm, basic characteristics, stress and weak pronunciation
- ④ The structure of English distinguished intonation and pronunciation, function and application

(4) Listening and Oral English

Apparently, this course is consisted of two parts: listening and speaking. According to the situation, listening and oral class could be organized separately. Listening comprehension can be improved through variety of listening practice, helping students overcome listening barrier, getting the general meaning of the conversation, grasping main argument point, imagination of plot, relating speaker's attitude, motion and motivation and taking a simple and short note in English when listening. At the end of basic phase, students should be able to get the main point of "Voice of America" (VOA) and the "British Broadcasting Corporation" (BBC) programs spoken in normal speed.

As to speaking, the goals of oral English for students are set as follows:

- ① Make use of the learnt knowledge to clearly express one's own ideas. When accidentally encountering forgetting the words or uncertain about the sentence structure during conversation, students should be able to deploy communication strategy to overpass the difficult part to make them understood eventually.

- ② Precisely have a command of language, proper and appropriate catering to different occasions and different people.
- ③ Set up faith in the heart to boldly open mouth and voluntarily speak English, showing the interest and zest for speaking English.
- ④ Integrate precision and fluency progressively in expression.

(5) English Reading

Reading comprehension ability and reading speed are two main points in the reading class. Students, when getting touch of the reading article, on the one hand, first carefully observe the language, following through a series of hypothesis, analysis, reasoning, testing and then come to judgment and conclusion; various sorts of reading skills, extensive reading (concisely and fast), intensive reading (word by word), skimming reading (glancing or skipping reading) and consulting ability are prepared and cultivated on the other hand. Reading materials should by no means be selected from as many fields of society as possible. Through massive reading, a sense of language will naturally come into being.

(6) English Writing

Writing usually accounts for 20%-25% of the total score in the test, the most challenging and key part for students to demonstrate how the language has been mastered. To some extent, reflected from the teachers who take responsibility to grade examinations annually, it is a crucial part to apart score levels.

In order to write a good composition, a clear outline, a brief abstract and a logic framework are inseparable. As to the length and time of the course, it is proposed in the Syllabus, that three or four semesters in the second and third year could be taken heed of opening writing courses, the contents could start from the structure of phrases and sentences, all the way to paragraph layout and short essays. Students are encouraged to imitate sample articles or

make use of composition requirements (hints), writing in a context of various situations. If time permits, sorts of stylistics and structures should also be trained on students, demonstrating how to write a well-structured descriptive, narrative, argumentative and explanative composition.

(7) Grammar

A systematic and complete grammar system benefits students in solving reading problems during study. Appoint students to read grammar books in a planned way explore the structure of the language for students and improve them to apply grammar in the context to increase accuracy.

(8) Interpretation and Written Translation

Interpretation, compared with other courses is rather advanced, designed only for senior students, with introducing interpretation's basic theory, background and skills; students, as receivers also beginners in the field of interpreter, learn to get hold of method of memorizing, oral explanation and fast note.

Written translation, as another kind of advanced course, through compare and contrast of Chinese-English two languages, applying translation skills in different stylistics, no matter word or phrases, short or long sentences, students are able to accurately and fluently translate at the speed of 250-300 words per hour.

(9) Advanced Listening

It is little ridiculous for us to translate this course only into advanced listening while in fact the process engage in combination of "look, listen and speak": visual contact with video or pictures, listening to conversation or narration, repeat in one's own words. Listening comprehension and oral expression are highly promoted through this course, deepening the

understanding of English-speaking countries, on the aspects of politics, economy, society and culture, etc.

(10) Foreign Newspaper Selective Reading and Internet Reading

Native newspaper is a big challenge for Chinese students, the choice of words, the sequence of sentence, the layout of the paragraph, the hidden argument points and splendid rhetoric, all of which are worth well learning by the students. Delicately pick up articles from main British or American newspapers or magazines, covering all the fields in terms of review, comment, exclusive report or social argument, etc.

Internet reading course is to teach students how to search for useful information from Internet, familiar with various browses, getting a hold of common used websites, including searching for information and materials useful for improving skills of listening, reading, speaking and writing, and the articles for final paper design and exclusive research.

2. English professional knowledge course

(1) Literature

Key point is to cultivate students gradually in possession of the ability to read, appreciate, and comprehend English original literature, mastering basic knowledge and method of literature criticism. Through reading and analysis of British/American literature, promote students' essential language ability and strengthen students' understanding of western literature and culture. Contents include:

- ① Literature guide
- ② The general information about British literature
- ③ The general information about American literature
- ④ Literature criticism

(2) Linguistics

The purpose for this course is to help students understand the richness of human language research, improving the recognition of language impact on society, economy, technology and human culture, developing rational thoughts and language consciousness. Opening up linguistics course is beneficial for broaden students' thoughts and minds, overall lifting up students' quality. Contents include:

- ① Language and personality
- ② Language and mind
- ③ Oral and written language
- ④ Language structure
- ⑤ The origin of language
- ⑥ The change of language
- ⑦ Language habit
- ⑧ Language and brain
- ⑨ World languages and language communication
- ⑩ Language research and linguistics

(3) Social Culture

This course is mainly an introduction of English-speaking countries' history, geography, society, economy, politics, education, and culture tradition etc, improving students' sensitivity of culture differences, flexibility to deal with culture differences, trans-culture social ability. Contents include:

- ① The general conditions of English-speaking countries
- ② British society and culture
- ③ American society and culture

- ④ An entry knowledge of western culture
- ⑤ Greek and Roman myth
- ⑥ Bible

3. Relevant expertise course

Designing different relevant expertise courses is a key link to cultivate compound talents, through which students can establish overall concept of after-war international politics, Chinese policy of foreign affairs and development, process and trend of Chinese external relations; a basic knowledge about Chinese culture and social economic development, promoting students' ability to introduce all these information externally; a certain degree of knowledge on international finance, international trade, equipping students with interpretation and written translation skill conform to the demand of "Open-up policy"; know a little about the development of science and technology, familiar with exclusive words and phrases in science and technology, training science spirit. Contents include:

- ① World politics and economics after World War II
- ② Concept of International finance
- ③ Outline of International business
- ④ Western civilization history
- ⑤ Chinese culture
- ⑥ Diplomacy studies
- ⑦ English education history
- ⑧ World technology development history
- ⑨ Entry knowledge of International law
- ⑩ English news writing

APPENDIX 2: Requirements of Different Levels

Item	Entry Level	Level Two (Grade One)	Level Four (Grade Two)	Level Six (Grade Three)	Level Eight (Grade Four)
Phonetics	Proficiently apply rules of spelling and reading, as well as IPA (International Phonetic Alphabet) to read new words, clear pronunciation, ok intonation, be able to read materials with difficulty close to High School, grade three.	Voluntarily imitate and sound-correction, correct pronounce multi-syllable words, compound words, and common stress mode; primarily control the rhythm of reading and speaking; pay attention to phonetic change, continuity, consonant explosion and phonetic assimilation.	Correct pronunciation; better control of the sense of rhythm; master the different intonations of statement, question, imperative sentences; primarily master soft and stress part in the paragraph, and the co-relations between new and old information.	Correct pronunciation; comparatively natural intonation; smooth flow of the language.	Correct pronunciation; natural intonation; adjust the flow of the language.
Grammar	Recognize the form of the word, countable and uncountable noun, singular and plural form; basically master different pronouns' form and function; common usage of prep., conj., adj. and adv., the comparative and the superlative form; article's function; have a general knowledge of main types of verb. tense, voice, and infinitive; participle's basic usage; sentence structure, type, basic word-building.	Master consistence of subject and verb., predicative clause, object clause and adverbial clause, etc.; the usage of direct and indirect quotation, infinitive form of verb., eight tenses, active voice, passive voice, etc.	Proficient in subjective clause, appositive clause, inverted clause and other conditional clauses; gradually familiar with means of linkage between sentences and paragraphs.	Well master the means of linkage between sentences and paragraphs, such as echo, omission, substitution, etc.	Proficiently use different kinds of measures of linkage to fluently express meaning.
Vocabulary	No less than 2,000 words; 1,200 commonly used words and their expressions and fixed collocation, apply them in oral English.	Vocabulary reaches 4,000--5,000 (including previous learnt 2,000), proficiently use 2,000--2,500 of which in basic collocation.	5,500--6,000 words, 3,000--4,000 of which can be correctly used in basic collocation.	Vocabulary reaches 7,000--9,000, 4,000--5,000 of which can be correctly used in basic collocation.	10,000--12,000 words, 5,000--6,000 of which students are skilled in basic collocation.

Listening	Understand lecture and teacher's explanation on contents; understand slow-speed conversation on daily life; the correctness reaches 70% when listening to an article without new words, familiar field, difficulty under materials from High School, grade three	Understand some language knowledge lectures, master main idea; listen to slow-speed VOA news and cultural program, grasp contents; 15-min-dictation, read four times, about 150 words with reading speed 100 words/min, mistakes 10% allowed.	Comprehend conversations on daily and social life from English speaking countries; When listening to medium difficulty materials (TOEFL), relate speaker's emotion and true meaning. VOA/BBC main programs with normal speed. Dictation a listening material of 200 words, with 120 words/min in 15 min, mistakes no more than 8%.	Listen to comparatively more difficult materials, understand main ideas, clear about speaker's attitude, emotion and hidden meaning; news program from English speaking countries; dictate 250 words in 15 min, with reading speed 150 words/min, mistakes 6% allowed.	Different actual conversations from real social life; programs covering more fields of exclusive report, speech, etc could be understood, like CNN; understand TV series dialogue; listen twice to a material read 150-180 words/min, correct understanding its meaning is qualified.
Oral	Ask and answer questions listed in the text, simple discussion; after preparation, simply repeat what has been listened or read; basic daily communication; clearly talk about familiar subject and text, no less than 8 sentences.	Ask questions on listened paragraph, answer and repeat; daily communication; correctly express main idea, natural in phonetics and intonation, no big grammar mistakes, proper language.	Under normal occasions, talk with people from English-speaking countries, express meaning, natural intonation, no big grammar mistakes and use proper language.	Communicate on familiar topics; use fluent and accurate language to introduce places of interest, current situation and policy in China to foreigners; systematically and deeply express one's own idea.	Fluently and properly discuss important questions home and abroad with foreigners; be able to express one's own idea in a systematic and coherent way.
Reading	Read a short article with less than 3% new words, at a speed of 60 words/min, correctness 70%; read and understand simple practical article, grasping main idea.	Read materials whose difficulty close to <i>Thirty-Nine Steeps</i> or <i>Reader's Digest</i> , at a speed of 70-120 words/min, comprehend plot and main argument.	Be able to read international news report like <i>American News Week</i> ; read original literature, like <i>Sons and Lovers</i> ; use correct viewpoints to comment on contents. 120-180 words/min, 70% correctness, read a 1000-word article within 5 min, medium difficulty, grasp main idea.	Read social comments or political comments, difficulty close to <i>Times</i> or <i>New York Times</i> ; original literature, like <i>The Great Gatsby</i> and historical biography <i>The Rise and Fall of the Third Reich</i> . Reading speed 140-180 words/min, 75% correctness. Finish a 1,300-word article within 5 min.	Understand social comments, book review from British/American newspapers or magazines; comprehend historical biography and literature with certain difficulty; analyze the above articles' main idea, structure, language features and rhetoric. Fast reading a 1,600-word article in 5 min, understanding facts and details.

Translation	Translate phrases and sentences from text of High School, grade three into Chinese, correct meaning, smooth language.	Independently finish all translation practices in the text books, correct understanding, fluent language.	Independently finish all translation practices in the course, the translation should respect for original meaning, smooth in expression.	Have a basic knowledge of translation theory and similarity and difference between English and Chinese, master common translation skill. Mutual-translation paragraphs with medium difficulty at a speed of 250-300 words. Responsible for foreigner in daily life as an interpreter.	Apply translation theory and skill to translate articles or literature from abroad newspaper into Chinese, vice versa; translation speed 250-300 words/min, respect original meaning, fluent language. Able to be responsible for common foreign affairs' interpretation work.
Usage of Reference Book	Proficiently use small or medium sized English-Chinese dictionary, master correct pronunciation, meaning and basic usage of the words.	Use English-Chinese dictionary and simple edition of <i>Oxford Advance English Dictionary</i> and <i>Longman Dictionary of Contemporary English</i> , independently solve language problem.	Familiar use of various English-Chinese dictionary and part of English-English dictionary, such as <i>Collins Cobuild College English Dictionary</i> and <i>Random House college Dictionary</i> .	Proficiently use all kinds of English-English dictionary and encyclopedia, like <i>Encyclopedia Britannica</i> and <i>Encyclopedia Americana</i> .	All kinds of reference books, efficiently search resources from Internet, take on some simple topic research individually.
Culture	A general knowledge about Chinese culture; strong Chinese basis; a certain knowledge about history and situation of some English-speaking countries; basic mathematics, physics and chemistry knowledge.	Familiar with Chinese culture tradition; have a general knowledge of geography, history, cultural tradition, customs and current situations about English-speaking countries; more equipped with humanities knowledge and technology knowledge; have a strong expression of oral and written Chinese; innovation consciousness and innovation ability.			

APPENDIX 3: TEM-4 and TEM-8

1. TEM-4

TEST FOR ENGLISH MAJORS—GRADE 4

(TIME LIMIT: 130 MIN, 140 POINTS)

PART ONE: DICTATION (15 MIN, 15 POINTS)

In this part, the whole passage, about 150 words will be read four times. During the first reading, which will be read at normal speed, about 120 words/min, listen and try to understand the meaning. For the second and third readings, the passage will be read sentence by sentence, or phrase by phrase, with intervals of 15 seconds. The last reading will be read at normal speed again and during this time students should check their work. 2 min will then be given to check through work once more in the end.

Test Requirements:

- 1) Based on the general understanding of the whole passage, students should be able to write down every single sentence they hear.
- 2) Spelling and punctuation mark mistakes should no more than 8%.

PART TWO: LISTENING COMPREHENSION (15 MIN, 30 POINTS)

SECTION A: CONVERSATION (3-4 conversations, 10 multiple choices)

SECTION B: PASSAGES (3 passages, 10 multiple choices)

SECTION C: NEWS BROADCAST (4-5 short news, 10 multiple choices)

Test Requirements:

- 1) Listening materials are mainly concerned with conversations about daily and social life of English-speaking countries, the difficulty is close to passage from TOEFL tests. Comprehend meaning and relate to speaker's emotions and hidden meaning.
- 2) Headlines, news report, short comments or speech which is familiar to students from BBC or VOA read at a normal speed.
- 3) Tell the variants between American English, British English, and Australian English, etc.

(N.B. The answer sheet will be collected after listening part. Students continue to complete the following parts.)

PART THREE: CLOZE (15 MIN, 20 POINTS)

A passage, 250 words, with broken meaning and structure, 20 blanks of multiple choices, relating to grammar and vocabulary, mainly is to test students' overall language knowledge and ability.

PART FOUR: GRAMMAR AND VOCABULARY (15 MIN, 30 POINTS)**Test Requirements:**

- 1) Master grammar level one to four regulated in syllabus.
- 2) The number of vocabulary recognition at the basic phase is 5500-6000, proficiently handle 3000-4000 words and their mostly used collocation.
- 3) Grammar and vocabulary take up 50% separately, 30 multiple choices altogether.

PART FIVE: READING COMPREHENSION (25 MIN, 20 POINTS)

Test Requirements:

- 1) Published articles or materials with medium difficulty from Britain or America, can be generally understood.
- 2) International news report, the difficulty close to American Newsweek, could be comprehended.
- 3) Literature, difficulty approaching *Sons and Lovers*, can be understood.
- 4) Have a general hold of articles' main idea, both details, facts and literal meaning. According to the material, students are able to make judgment and further inference, understand single sentence separate meaning and its interior logical relations in the context.
- 5) Articles cover a wide range of field: society, culture, science and technology, economy, daily knowledge, biography, etc. Different styles, narrative, descriptive, explanative, argumentative, advertisement, instruction, diagram, all could be put in this part.
- 6) Consciously adjust reading speed and apply reading skill, approximately 120 words/min. 4-5 passages, the length of 1,800 words in all, comprises 20 multiple choices.

PART SIX: WRITING (45 MIN, 25 POINTS)**SECTION A: COMPOSITION (35 MIN, 15 POINTS)****SECTION B: NOTE-WRITING (10 MIN, 10 POINTS)****Test Requirements:**

- 1) Composition: based on the given title, outline, diagram or data, write a composition about 200 words, with complete and suitable contents, clear layout, correct grammar, smooth language and proper expression.

- 2) Note-writing: write a notice or invitation according to requirement with 50-60 words, correct format and proper wording.

2. TEM-8

TEST FOR ENGLISH MAJORS—GRADE 8

(TOTAL TIME LIMIT: 185 MIN, 100 POINTS)

PART ONE: TME LIMIT: 80 MIN, 60 POINTS

PART I : LISTENING COMPREHENSION (25 MIN, 20 POINTS)

In Section A, B and C you will hear everything ONLY ONCE. Listen carefully and then answer the questions that follow.

SECTION A: INTERVIEW (5 questions, 5 points)

SECTION B: NEWS (3-4 short news from BBC/VOA/CNN, 5 questions, 5 points)

SECTION C: NOTE-TAKING AND GAP-FILLING (an article with 25 blanks, 10 points)

(N.B. The answer sheet will be handed in immediately after listening part completed)

Test Requirements:

- 1) Understand different conversations and talk under various social circumstances.
- 2) Grasp main idea of exclusive report on politics, economy, education, culture and technology, etc picked from BBC/VOA/CNN programs.
- 3) Comprehend ordinary lecture on politics, economy, education, culture, linguistic, literature and technology, etc.

(**N.B.** The answer sheet will be collected after listening part. Students continue to complete the following parts.)

PART II : READING COMPREHENSION (30 MIN, 20 POINTS)

In this section there are 4-5 reading passages followed by twenty multiple-choice questions. Articles cover a wide range of field: society, culture, science and technology, economy, common knowledge, biography, etc. It is confirmed that different styles of articles, narrative, descriptive, explanative, argumentative, advertisement, instruction, diagram, all probably will appear in this part.

Test Requirements:

- 1) Social comments, book review, or political event picked from British/American newspaper or magazine can be fully understood in terms of main ideas, event's fact and details.
- 2) No matter historical biography or literature masterpieces, students are able to comprehend literal meaning and hidden point.
- 3) Be able to analyze articles' main idea, structure layout, language skill and rhetoric.
- 4) Adjust reading speed, control it at the speed of about 150 words per minute.

PART III: CULTURE AND GENERAL KNOWLEDGE (10 MIN, 10 POINTS)

Test Requirements:

- 1) Have a general knowledge about major English-speaking countries' geography, history, cultural tradition and current situation.
- 2) A entry level of English literature knowledge.
- 3) Basically master English language knowledge.

- 4) 10 multiple choices.

PART IV: PROOF-READING AND ERROR CORRECTION (15 MIN, 10 POINTS)

In this part, an article about 250 words will be provided with 10 errors, students are supposed to deploy language knowledge, such as grammar, rhetoric, structure to find errors out and after that use “add, delete or change one word or phrase” three corrective ways to correct them.

(N.B. PART II, PART III and PART IV answer sheet will be collected when PART IV is finished. Students continue to complete the following part two)

PART TWO: TIME LIMIT: 105 MIN, 40 POINTS

PART IV: TRANSLATION (60 MIN, 20 POINTS)

SECTION A: CHINESE TO ENGLISH (30 MIN, 10 POINTS)

SECTION B: ENGLISH TO CHINESE (30 MIN, 10 POINTS)

Test Requirements:

- 1) Deploy the skill and technique of Chinese-English translation to translate paragraph, about 150 words, of discussion essay or part of literature, or theme of national situation chosen from domestic newspapers or magazines.
- 2) In English-Chinese translation part, argumentation essay or excerpt from original literature masterpieces, chosen from British /American newspaper or magazine, concerning with politics, economy, history and culture aspects, about 150 words will be underlined to request for translation
- 3) Translation should be loyal to original meaning, smooth in language expression.

PART V : WRITING (45 MIN, 20 POINTS)

Last but not least, the writing part, students, given the title and requirements of the composition, should write an explanative or argumentative essay at a length of about 400 words, with proper wording, smooth language, reasonable structure and persuasive argument point.

APPENDIX 4: BIPT Coursework for English Major Student 2000-2004

2000-2001 Fall Term				2000-2001 Spring Term				2001-2002 Fall Term				2001-2002 Spring Term			
Course	Type	Hour	Credit	Course	Type	Hour	Credit	Course	Type	Hour	Credit	Course	Type	Hour	Credit
Oral English(一)	C	32	2	Extensive Reading(一)	C	36	2	Extensive Reading(二)	C	36	2	Extensive Reading(四)	C	34	2
English Listening(一)	C	32	2	Intensive Reading(一)	C	144	8	Intensive Reading(二)	C	108	6	Intensive Reading(四)	C	102	6
Phonetics	C	32	2	Oral English(一)	C	36	2	Oral English(二)	C	36	2	Oral English(四)	C	34	2
Extensive Reading(一)	C	32	2	English Listening(一)	C	36	2	English Listening(二)	C	36	2	English Listening(四)	C	34	2
Intensive Reading(一)	C	128	8	Advanced Maths C	C	64	4	Western Economics	C	64	4	Oral Practice (one week)	C	16	1
Computer Basis	C	32	2	Western Etiquette	C	32	2	Politics & Economics B	C	64	4	International Trade A	C	64	4
College Chinese B	C	64	4	Typing	C	32	2	Public Labor	C	16	1	Law Basis	C	32	2
Situation & Policy	C	6	0,5	Computer Skill	C	16	1	Situation & Policy	C	6	0,5	Situation & Policy	C	6	0,5
Public Labor	C	16	1	Summer Social Research	C	16	1	Typing Drill	C	16	1	Sports(四)	C	32	2
Morality Education	C	40	2,5	Situation & Policy	C	6	0,5	Sports(三)	C	32	2	Deng Xiao Ping Theory	C	40	2,5
Sports(一)	C	32	2	Sports(二)	C	32	2	Language Program Design	E	48	4	English Comprehensive Skill	E	54	3
				Marxism Philosophy	C	48	3					Confucian and Chinese Culture	E	16	1
												Music Appreciation	E	54	3

2002-2003 Fall Term				2002-2003 Spring Term				2003-2004 Fall Term				2003-2004 Spring Term			
Course	Type	Hour	Credit	Course	Type	Hour	Credit	Course	Type	Hour	Credit	Course	Type	Hour	Credit
Advanced English(一)	C	72	4	Advanced English(二)	C	68	4	Information Research and Application	C	16	1	Graduate Paper			10
International Trade English	C	72	4	Advanced Listening(一)	C	34	2	Graduate Employment Guide	C	16	1	Internship			8
International Marketing	C	32	2	E-Commerce	C	32	2	Thesis Guide	C	16	1				
General Conditions of English Speaking Countries	C	36	2	International Business and Economics Correspondence	C	54	3	Foreign Trade Documents Practice (one week)	C	16	1				
Advanced Listening(一)	C	36	2	International Transportation and Insurance	C	32	2	Translation Theory and Practice	C	72	4				
World Economy and Politics	C	32	2	Situation & Policy	C	6	0,5	Advanced English(三)	C	72	4				
Mao Ze Dong Thoughts	C	48	3	Business Negotiation	E	32	2	International Finance	C	48	3				
Computer Hardware Basis	C	16	1	Accounting A	E	64	4	Tourism English	C	54	3				
Situation & Policy	C	6	0,5	Second Foreign Language(一)	E	68	4	Second Foreign Language(二)	C	72	4				
Foreign Enterprise Survey	C	16	1	Human Relations	E	16	1	English Composition	C	36	2				
Linguistics	E	54	3	Sports	E	16	1								
Economy Law	E	48	3												
Intellectual Property	E	16	1												

Total Points: 214, Compulsory: 175, Elective: 39.

APPENDIX 5: BIPT Coursework for English Major Student 2005-2009

2005-2006 Fall Term				2005-2006 Spring Term				2006-2007 Fall Term				2006-2007 Spring Term			
Course	Type	Hour	Credit	Course	Type	Hour	Credit	Course	Type	Hour	Credit	Course	Type	Hour	Credit
Oral English(一)	C	32	2	Extensive Reading(一)	C	36	2	English Grammar	C	34	1	Western Etiquette	C	32	1
Advanced Mathematics	C	64	4	Integrated Skill of English(一)	C	128	8	Marxism Politics and Economy	C	24	1	English Newspaper Selective Reading	C	32	1
Phonetics	C	32	1	Oral English(二)	C	36	2	American Literature	C	48	2	Bible Story	C	48	3
Extensive Reading(二)	C	32	2	English Listening(一)	C	36	2	English Listening(二)	C	32	2	International Trade	C	64	4
Integrated Skill of English (二)	C	128	8	English Typing Drill	C	16	1	International Marketing	C	48	2	Deng Xiao Ping Theory	C	30	2
Computer Basis	C	32	2	College Chinese	C	64	3	Law Basis	C	30	2	Mao Ze Dong Thoughts	C	32	1
English Listening(三)	C	32	2	Situation & Policy	C	9	0,5	BBC News Listening	C	32	2	Three Representatives	C	15	1
Situation & Policy	C	9	0,5	Sports(一)	C	32	2	Sports(二)	C	32	2	Sports(四)	C	32	2
Introduction of Aesthetics	C	16	1					Comptemporary World Economy and Politics	C	34	2	Foreign Trade Documents Practice(two weeks)	C	32	2
Morality Education	C	30	2					Situation & Policy	C	9	0,5	Situation & Policy	C	9	0,5
Sports(二)	C	32	2												
Marxism Philosophy	C	16	1												
2007-2008 Fall Term				2007-2008 Spring Term				2008-2009 Fall Term				2008-2009 Spring Term			
Course	Type	Hour	Credit	Course	Type	Hour	Credit	Course	Type	Hour	Credit	Course	Type	Hour	Credit
General Conditions of English Speaking Countries	C	32	1	World Petro-chemical Marketing	C	48	2	Translation Theory and Practice	C	64	4	Graduate Paper			14
International Trade English	C	64	4	Accounting	C	48	3	Advanced English(三)	C	64	4	Internship			8
Second Foreign Language(一)	C	68	3	Business Correspondence	C	48	3	English Reseach Paper	C	16	1				
Advanced English(一)	C	64	4	Business Negotiation	C	32	1	Situation & Policy	C	9	0,5				
Advanced Listening(一)	C	36	2	Writing in English	C	48	3	Second Foreign Language(二)	C	64	3				
Oral English Practice (two weeks)	C	32	2	Interpreting Practic (two weeks)	C	32	2								
English for Secretary	C	32	1	Situation & Policy	C	9	0,5								
General Linguistics	C	32	1	Second Foreign Language(二)	C	64	3								
Applied Linguistics	C	32	1	Advanced Egnlish(二)	C	64	4								
Language and Culure	C	32	1												
Inter-culture communication	C	32	1												
Sports(五)	C	32	2												
Situation & Policy	C	9	0,5												

Total Points: 161.5, Compulsory: 161.5.

APPENDIX 6: Interview Design

1. Interview guide for teaching staff

Theme 1—curriculum reform contents

- ① How long have you been teaching in the Foreign Language Department?
- ② According to your past teaching experience, what do you think are the most significant changes happened in the curriculum? Can you come up with one or two examples?
- ③ Compared with the old curriculum, is the new one more reasonable and applicable? Why?
- ④ What is the most difficult part to comprehend the new curriculum?

Theme 2—executions of curriculum

- ① In terms of time, how long compared with before are spent on understanding text books, preparing lectures before class? How long does it take to grade various assignments afterwards?
- ② What is the previous teaching method?
- ③ Is there any improvement or changing of teaching method? Are you required to develop new teaching method? If it is true, how you prepare yourself to develop new methods?
- ④ Do you feel a need constantly to self-improve yourself with better academic knowledge, modern teaching method, etc? How you cope with it?

Theme 3—possible reasons for curriculum reform

- ① From a teacher's perspective, what do you think is the ultimate reason for curriculum change?
- ② Do you perceive the current labor market?
- ③ Can you predict the future trend for curriculum reform if possible?
- ④ How do you prepare yourself? Opportunity or challenge?

2. Interview guide for students

Theme 1—curriculum execution

- ① Have you experienced obvious class reform during past four years? If yes, can you give one or two example? How did you participate in the reform?
- ② What do you think is the best way for students to absorb knowledge during the class?
- ③ What is your original motivation to choose English-major study?

Theme 2—text books and reading materials (senior and freshman)

- ① What do you think of the choice of text books? Are they interesting? Are they useful and practical?
- ② Besides text books, do you get any supervision from the teacher to cover other reading materials or books? If yes, what are they?
- ③ Do you voluntarily read extracurricular English learning books in your spare time? If yes, why?
- ④ How often do you use Chinese-English dictionary to help your English learning?
- ⑤ How many hours approximately you spend on English learning every week?

Theme 3—national English tests

- ① Have you passed TEM-4/TEM-8? Did you pass it successfully for the first time?
- ② What is the most difficult part to pass these tests?
- ③ (freshman) What is your opinion on TEM-4/TEM-8? How do you plan to prepare yourself for it?
- ④ (Senior) Do you think it is necessary to pass TEM-4/TEM-8 in order to find a good job? Why? What is your future plan after graduation?

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